

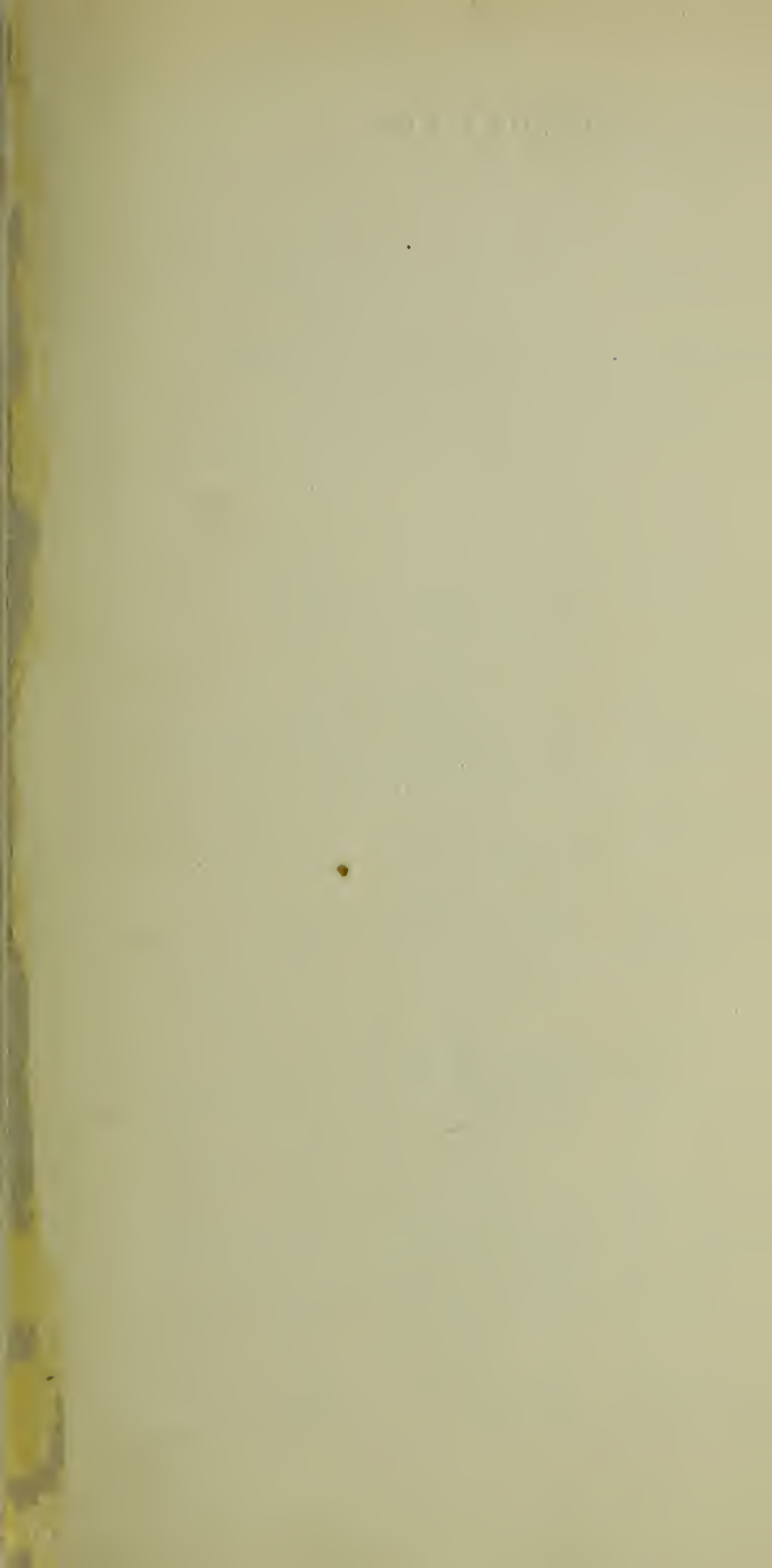
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Southeast Missouri
State Teachers College



CATALOGUE
1920

PUBLISHED BY
The Southeast Missouri State Teachers College
CAPE GIRARDEAU



CALENDAR FOR 1920.

JANUARY

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BULLETIN

of the

Southeast Missouri State Teachers College

CATALOGUE
for 1919-1920

Vol. 21.

JUNE, 1920.

No. 1

ANNOUNCEMENTS

For 1920-1921.

CAPE GIRARDEAU

Published by the Southeast Missouri State Teachers College.

Issued January, March, June, October and December.

Entered at the Post Office at Cape Girardeau, Mo., as second-class matter.

Accepted for mailing at special rate of postage provided for in Section 1103,
Act of October 3, 1917. Authorized July 10, 1918.

CALENDAR.

1920.

Friday and Saturday, August 27 and 28—Entrance Examinations

Friday, Saturday and Monday, August 27, 28 and 30

Registration and Classification

Tuesday, August 31.....Recitations begin

Thursday, November 25.....Thanksgiving

Friday, December 17.....Fall term ends

Friday, December 17, to Monday, December 27, Christmas holidays

Monday, December 27.....Winter term begins

1921.

Saturday, February 19.....Annual Inter-Society Debates

Friday and Saturday, March 11 and 12

Annual Southeast Missouri Basketball Tournament

Saturday, April 9.....Reception to Seniors

Sunday, April 10.....Baccalaureate Sermon

Monday, April 11.....Oliver Prize Contest

Wednesday, April 13

Contests, Faculty medal and Regents medal; Alumni Reception

Thursday, April 14.....Class Day

Friday, April 15.....Commencement Day

Monday, April 18.....Spring-Summer term begins

Friday and Saturday, May 6 and 7.....High-School Meet

Friday, August 5.....Summer term ends

OFFICERS OF INSTRUCTION AND ADMINISTRATION

1 WASHINGTON STROTHER DEARMONT, A. B., Pe. B., A. M.-Litt. D.
President and Professor of Education

2 WINIFRED JOHNSON, A. B., A. M.
Professor of History.

3 BENJAMIN FRANKLIN JOHNSON, A. M.
Professor of Mathematics.

4 MYRTLE KNEPPER, A. B., A. M.
Professor of Mathematics.

5 ROBERT SIDNEY DOUGLASS, A. B., LL. B.
Professor of European History.

6 WILLIAM WOODROW MARTIN, Ph. B.
Director of the Training School and Professor of Education.

7 JEPHTHA RIGGS, A. B., A. M.
Professor of English.

8 * HOMER LAWSON ROBERTS, B. S.
Professor of Biology.

9 — ARTHUR WINN VAUGHAN, B. S., A. M.
Professor of English and Public Speaking.

10 — ARTHUR CLAY MAGILL, B. S., A. M.
Professor of Chemistry.

11 — JAMES ARTHUR DUNN, A. B., A. M.
Professor of Latin and Greek.

12 — JAMES CLIFFORD LOGAN, B. S. in Agriculture
Professor of Agriculture.

SAMUEL ANDREW KRUSE, A. B., B. S. in Ed., A. M. in Ed.
13 — Professor of Rural Education.

14 — * CHARLES EMILE BENSON, A. B., A. M.
Professor of Psychology and Education.

15 — KATHERINE FORSTER ROBERTS, A. B., A. M.
Dean of Women.

16 — NELLE GRACE HUDSON, Ph. B., Ph. M.
Professor of Geography.

17 — CHARLES JACKSON PAYNE, A. B., A. M.
Assistant Professor of Mathematics.

18 — JOHN HENRY GEHRS, B. S., M. S.
Professor of Agriculture.

19 — WILLIAM THOMAS DOHERTY, A. B., A. M.
Professor of American History and Government.

* On leave of absence.

Officers of Instruction and Administration

7

- 19 — MERLE RAYMOND THOMPSON, A. B., A. M., Ph. D.
Professor of Economics, Sociology and Political Science.
- 20 — EMIL FRANCIS GEORGE SAVERIO, Mus. Doc., Ph. B., A. M.
Membre Associe del' Academie de Macon France
Professor of Modern Languages.
- 21 — † HARRY EMMONS HAMMOND, A. B., M. S.
Professor of Physics.
- 22 — AGNES CELESTINE LOUGHLIN, A. B., A. M.
Professor of Public Speaking.
- 23 — EDWIN ROLLIN SPENCER, M. S., Ph. D.
Professor of Biology
- ~~24~~ — † GROVER FRANKLIN SMITH, B. Pd.
Director of Field and Extension Work.
- 24 — ORVILLE ADDISON TEARNEY, Ph. B.
Director of the Department of Industrial Arts.
- 25 — EMILY PITMAN WILBURN, B. L.
Professor of Manual Arts.
- 26 — MARY KOCHTITZKY, B. Pd.
Professor of Fine Arts.
- 27 — JOSEPH CLYDE BRANDT, Mus. B.
Director of the School of Music.
Conductor of Choral Club; Director of Men's Glee Club.
- 28 — WILHELMINA LOUISE VIEH
Professor of Public School Music.
- 29 — ADENE COOKE KELLER
Professor of Voice.
- WILLIAM EBER ROLLER, Mus. B.
Professor of Violin; Director of Orchestra and Band.
- MILDRED TOWN, A. B.
Instructor in Piano and Music Appreciation.
- CLARA DREW MILLER
Instructor in Piano and Harmony.
- 30 — LILLIE EDITH BRUCHER, B. S. in H. E.
Professor of Home Economics.
- 31 — † BLANCHE GRAY, B. S. in Dom. Econ.
Professor of Home Economics.
- 32 — JAMES MONROE SITZE, B. Pd., M. Accts.
Director of the Department of Commerce and Business.
- 33 — † ETHEL FARRELL, B. S.
Instructor in the Department of Commerce and Business.
- 34 — FERDINAND JOHN COURLEUX, B. P. E.
Professor of Physical Education.
- MATILDA JANE MCGOWND, B. P. E., B. S.
Director of Physical Education for Women.

† Resigned.

Southeast Missouri State College

~~ELMA WILLIAMS EARLY, B. Pd.~~

~~Supervisor of Teaching and Director of the Kindergarten.~~

~~MARTHA CATHERINE SHEA, A. B., B. S. in Ed.~~

~~Principal and Supervisor of Teaching in the Senior High School.~~

* FANNIE AFTON SMITH, B. Pd.

Instructor in the Primary Grades.

NELLIE EUNICE BARTON, B. L., A. M.

Supervisor of Teaching in the Primary Grades.

SUSAN HART VAN METER, B. S. in Ed.

Instructor in the Intermediate Grades.

LOUISE PEARCE, B. S. in Ed.

Instructor in the High School.

ANNA AUGUSTA SCHNIEB, A. B., A. M.

Supervisor of Teaching in the Intermediate Grades.

* ESTHER LILLIAN KNEHANS, A. B.

Supervisor of Teaching in the Junior High School.

LEBELVA CONNELLY, B. Pd.

Instructor in the High School.

SADIE TREZEVANT KENT, B. Pd.

Librarian.

RUBY OMEGA MARCH, B. Pd.

Assistant Librarian.

ADELAIDE LA PIERRE

Assistant in the Library.

CHRISTINE WHEELER RANDOLPH

Secretary to the President.

EDWARD FELIX VAETH

Bookkeeper and Registrar.

EDNA NAOMI WILSON, B. Pd.

Secretary of the Extension Department.

CYNTHIA SMITH IVY

Head of Albert Hall.

CLARA CARTER BOHLCKE

Head of Leming Hall.

VERNON ALGERNON CHAPMAN

Chief Engineer and Superintendent of Buildings and Grounds.

* On leave of absence.

STANDING COMMITTEES OF THE FACULTY.

The President of the Faculty is ex-officio a Member
of All Committees.

ASSEMBLY EXERCISES—Douglass, Chairman; Dunn, Brandt, Roller, Miss Vieh, Miss Loughlin.

ATHLETICS—Douglass, Chairman; Courleux, Martin, Dunn, Logan.

BUILDINGS AND GROUNDS—Miss Hudson, Chairman; Miss Schnieb, Logan, Martin, Miss Johnson.

CAPAHA ARROW BOARD—Riggs, Chairman; Vaughan, Dunn.

CATALOGUE AND BULLETINS—Martin, Chairman; Dearmont, Kruse, Mrs. Randolph, Miss Wilson.

CLASS AND ASSEMBLY ATTENDANCE—Mrs. Roberts, Chairman; Miss Knepper, Miss Hudson.

CORRESPONDENCE AND EXTENSION WORK—Doherty, Chairman; Riggs, Payne, Thompson.

COURSE OF STUDY—Dearmont, Chairman; Johnson, Martin, Douglass, Kruse, Miss Shea, Miss Johnson, Miss Hudson, Miss Schnieb.

CREDITS—Johnson, Chairman; Dearmont, Douglass, Martin, Miss Shea, Miss Knepper.

DORMITORIES AND BOARDING HOUSES—Mrs. Roberts, Chairman; Mrs. Bohlcke, Mrs. Ivy, Magill, Vaughan.

ENTRANCE—Kruse, Chairman; Martin, Douglass, Dunn, Payne.

EXHIBITS AT STATE AND COUNTY FAIRS—Tearney, Chairman; Logan, Miss Wilburn, Miss Kochtitzky, Miss Brucher.

GOVERNMENT AND STUDENT SUPERVISION—Dearmont, Chairman; Johnson, Martin, Douglass, Miss Shea, Miss Hudson, Miss Knepper.

INTER-COLLEGIATE DEBATES—Thompson, Chairman; Martin, Vaughan, Dunn, Magill, Douglass.

LECTURES AND ENTERTAINMENTS—Douglass, Chairman; Brandt, Roller, Saverio, Thompson, Dunn, Magill, Miss Shea, Miss Vieh, Mrs. Ealy, Miss Town, Miss Miller.

LIBRARY—Miss Kent, Chairman; Kruse, Douglass, Riggs; Martin, Miss Johnson, Miss Hudson.

LITERARY SOCIETIES—Miss Loughlin, Chairman; Vaughan, Douglass, Roller, Miss Shea, Mrs. Van Meter, Miss Vieh, Miss Pearce.

MARQUETTE CLUB—Advisory Board: Miss Shea, Miss Vieh, Mrs. Keller, Mrs. Randolph, Miss Loughlin, Vaeth, Tearney.

PRESS AND ADVERTISING—Martin, Chairman; Logan, Douglass, Dearmont, Magill, Dunn, Gehrs.

PUBLIC SPEAKING COUNCIL—(Faculty members appointed by the President): Vaughan, Chairman; Miss Loughlin, Secretary.

RECORDS—Kruse, Chairman; Vaeth, Miss Wilson, Miss Knepper.

RELIGIOUS EDUCATION—Vaughan, Chairman; Douglass, Martin, Miss Knepper, Miss Johnson.

SAGAMORE FACULTY BOARD—Martin, Chairman; Dunn, Miss Shea, Miss Wilburn, Miss Kochtitzky.

SCHEDULE—Miss Knepper, Chairman; Saverio, Kruse, Magill.

STUDENT HELP—Vaughan, Chairman; Douglass, Magill, Courleux, Logan, Mrs. Randolph, Miss Hudson, Miss Knehans.

STUDENT ACTIVITIES FUND—Vaughan, Chairman; Martin, Douglass, Miss Loughlin, Mrs. Roberts.

STUDENT SOCIAL LIFE—Mrs. Roberts, Chairman; Douglass, Martin, Vaughan, Dunn, Courleux, Miss McGownd, Miss Shea, Miss Connelly, Miss Barton, Logan, Tearney, Roller, Brandt, Miss Miller, Miss Pearce, Miss Schnieb.

TEACHERS POSITIONS—Martin Chairman; Johnson, Miss Shea, Miss Barton, Miss Pearce.

TEXTBOOKS—Roberts, Chairman; Martin, Douglass, Thompson, Dearmont, Miss Kent Miss Knepper.

YOUNG MEN'S CHRISTIAN ASSOCIATION—Vaughan, Chairman; Riggs, Douglass.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION—Advisory Board: Mrs. Roberts, Miss Kent, Miss Kochtitzky, Miss Wilburn, Miss Brucher, Miss Hudson, Miss Johnson, Miss Pearce, Miss Wilson, Miss March.

GENERAL INFORMATION.

HISTORICAL.

The Southeast Missouri State Teachers College was established by Act of the General Assembly of Missouri, approved March 22, 1873. On October 28, 1873, the Board of Regents located the school at Cape Girardeau. It was opened in rooms of the public school building in Cape Girardeau, December 3, 1873.

On December 2, 1873, the hill known as Fort B was selected as the permanent site of the institution. The first college building was erected on this hill and was completed and accepted by the Board of Regents, April 21, 1875. The first class, one student, was graduated June 22, 1877.

The college building, completed in 1875, was burned April 7, 1902. Science Hall was then under construction and was completed in September 1903; Academic Hall, January 9, 1906; the Manual Arts Building, in 1907; Albert Hall, in 1905; and Leming Hall in 1906.

In June, 1902, the Board of Regents adopted a resolution declaring the purpose of the Board to make the institution a senior college and authorized the Faculty to offer a curriculum leading to the A. B. degree.

When the institution was established in 1873 it was known as the Southeast Missouri Normal School. By Act of the General Assembly of Missouri, approved May 20, 1919, the school was made the Southeast Missouri State Teachers College.

The College has pursued consistently the policy of offering a liberal education in the arts and sciences as a necessary foundation for the professional training of teachers. The institution serves the people of this section of the State also as their college of arts and sciences, since it is the one senior college in Southeast Missouri.

LOCATION.

THE CITY.

The Southeast Missouri State Teachers College is located in Cape Girardeau, a growing city of 12,000 inhabitants. Cape Gir-

ardeau is a place of genuine historic interest. It is one of the oldest towns in the State, having been founded in 1796 by Don Louis Lorimier, who is buried here. Under Spanish dominion, it was an important military and trading post. For over a half a century it has been an educational center. Its recent civic and industrial development gives the city a desirable place among the progressive cities of the State.

MORAL AND RELIGIOUS ATMOSPHERE.

Cape Girardeau has fifteen churches. The Christian people of the city realize their responsibility to the parents who send their children here, and to the young men and young women who come to the State Teachers College, and they assist in throwing around the student body the best Christian influence. The earnest, sincere religious character of the members of the Faculty is recognized by all who know them. Nearly all the members of the Faculty are active workers in their several churches, church schools, and other religious organizations.

FIELD OF SERVICE.

A SCHOOL FOR TEACHERS.

According to the statutes of Missouri, the Southeast Missouri State Teachers College is founded to fit young men and young women to be "competent teachers in the public schools of this state." To prepare competent teachers for the public schools of Missouri, the Teachers College must stress both professional and academic subjects.

As a professional school, courses are offered in the History of Education, Psychology, Ethics, Philosophy of Education, School Supervision, Principles of Teaching, and other pedagogical subjects. As a necessary part of the preparation of teachers in the rural and graded schools, Vocal Music, Drawing, Manual Arts, Reading, Domestic Science, Agriculture, Library Science and Commercial subjects are offered. In order to give practical as well as theoretical training for teaching, a Training School is maintained. The conditions in the Training School are made as nearly ideal as possible. What the laboratory and library are to

the student in academic work, the Training School is to him in his pedagogical work. By observation and teaching in the Training School, the young teacher tests the pedagogical theories that he gains from his studies in Education.

TEACHING AS A PROFESSION.

It is probable that young men, influenced by the traditions of past generations, greatly underestimate the importance of teaching as a profession. They do not realize the changed conditions which now prevail. Teaching may now be fairly denominated as a profession. Those who become teachers are required to have definite and reasonably careful preparation; the results of teaching are being measured by scientific standards; and there is a professional spirit among teachers which has already begun to unify them into a professional group possessing common ideals. Within a few years the minimum requirement for teaching will be a four-year course in a first-class high school which includes professional preparation. Even now the more discriminating communities are requiring their public-school teachers to have professional preparation in teachers colleges or universities.

The salaries which teachers receive are not as yet economically just, but they are being increased reasonably rapidly toward a more equitable level. Because the general public is becoming intelligent and alert to the justice and social necessity of raising teachers' salaries to an adequate standard, the salary status of teachers was never upon so sound a basis and the outlook so promising as at present. The salaries of the best-paid teachers are now almost on a parity with the incomes of the more successful engineers, doctors and lawyers. It is correct to say that the teaching profession offers nearly as satisfactory remuneration to those who are well-equipped as may be secured with the same amount of preparation in the other professions.

But the rewards of life are not all in money. As quoted from Public Service: "No other work offers so many opportunities for quick development of character. The durable satisfactions of life come faster, in greater variety, and stay longer for the live and growing teacher, than for any other human being, except the teaching person called by some other name."

Teaching quickly develops a high sense of responsibility. The public demands of the teacher this high sense of responsibility and

exemplary habits of life more insistently, probably, than of those in any other calling except the ministry. The whole life of the teacher is constantly subjected to the critical observation of the public. This close scrutiny naturally holds teachers to a high ethical level. Many a man fails because he does not have a proper sense of responsibility; but the development of a keen sense of responsibility makes for strong men and women.

THE VALUE OF COLLEGE COURSES IN EDUCATION.

Many young men hesitate to enter a teachers college because they want a general education and think that they cannot get this education in a teachers college. The Southeast Missouri State Teachers College offers an opportunity for students to take courses in the arts and sciences for graduation. But a student may very wisely take a college curriculum, leading to a college degree, that contains courses in Education as a part of the requirements for graduation. College courses in Education are among the most valuable courses in content now offered in colleges and universities. They are scientific in character, and draw their content largely from the fields of Psychology, Sociology, Economics, History, and the Biological Sciences. These courses are in the nature of applied sciences, in which the facts and laws of the social and biological sciences are applied to the solution of problems involved in the educative processes.

Courses in Education challenge the best types of students to put forth their highest intellectual efforts. Nothing in the Social or Natural Sciences, in Mathematics, in History, or in the Languages proves more stimulating. From a practical standpoint, no other kind of college courses helps to equip a student better for his life work than courses in Education, whether he teaches or not. If he does teach, either permanently, or as a stepping stone to other vocations, they will prove invaluable to him. The attention of our strongest young men and women is invited to the college courses in Education offered in the Teachers College.

A STATE COLLEGE.

The larger mission of this institution is that of a state college for teachers. In rendering this service a peculiar condition has forced it to become more than a college for teachers only. The large section of the state extending from St. Louis to Arkansas,

and from the Mississippi River westward to Springfield, has within it no other institution of college rank, or one which has the equipment for doing work of college grade. Twenty-seven counties and the city of St. Louis constitute this Teachers College district. The district extends from the Missouri River to Arkansas, and from the Mississippi River westward about one hundred and twenty miles. This great section of the state, now rapidly increasing in wealth and population, must look to this Teachers College as its one college. Here the young men and young women of Southeast Missouri will get their college training, if they get any at all. Only a small per cent of college students go more than one hundred miles from their homes. Consequently the conditions confronting this Teachers College differ from those of any other similar institution in the State. In undertaking to meet these conditions there is no purpose or wish to interfere with the field occupied by any other institution within the state. Neither is there any spirit of competition or rivalry. There is work enough for all. Realizing the greatness of the opportunity and the seriousness of the responsibility, this institution is doing its utmost to prove equal to the demands which are made upon it. In this great undertaking the Southeast Missouri State Teachers College appeals to the pride and loyalty of the people of Southeast Missouri for sympathy and co-operation.

EQUIPMENT.

THE SITE.

The Teachers College campus consists of fifty-five acres in the northwestern part of the city, on a high ridge which overlooks the Mississippi River. The position of the buildings gives them a commanding appearance, bringing out in strong relief the massive beauty of their architecture. In the rear, some deep, wooded ravines, studded with rugged rocks, add a feature of picturesqueness to the location.

BUILDINGS.

The State Teachers College has a group of six modern buildings: Academic Hall, Science Hall, the Training School building, the Manual Training building, Albert Hall, and Leming Hall.

Academic Hall is a three-story stone building constructed of Kimmswick limestone. The building has a frontage of two hundred and sixty feet with a depth of one hundred and eighty-six feet. Its fine architecture and imposing appearance are unusually impressive features.

Science Hall is a well-equipped modern science building. It contains laboratories for Physics, Chemistry, Biology, Physical Geography, Agriculture Psychology, Domestic Science and Domestic Art.

The Training School building is designed to have all the conveniences of a well-equipped elementary school building. Recently a library has been added to the equipment.

The Manual Training building is a three-story stone building, ninety by forty-seven feet. The basement story is occupied by the heating and power plant of the entire group of buildings.

Albert Hall, a dormitory for young men, is a three-story stone building, suitably furnished, lighted by electricity and heated by steam. It accommodates 80 occupants.

Leming Hall, a dormitory for young women, is a four-story stone building, suitably furnished, lighted by electricity, and heated by steam. It accommodates 100 occupants.

THE LIBRARIES.

There are, at present, four libraries operated under the control of the library staff. They are the General Library, the High School Library, the Government Depository Library and the Text-book Library.

The General Library now numbers nearly twelve thousand volumes, fourteen thousand pamphlets and about seventeen hundred clippings. The books have been carefully selected with reference to the needs of the various departments. They comprise the standard works in literature, history, science, philosophy, pedagogy and art, and general works of reference, including dictionaries, encyclopedias, atlases, books of quotations, helps to reading, biographies, etc. In addition to these there is a fairly complete collection of the

more important public documents, and sets of bound volumes of the standard magazines.

The General Library occupies the entire second floor of the east wing of Academic Hall. This space of about seven thousand square feet comprises a stack room, a newspaper and magazine room and a general reading room, which seats about two hundred.

Free access to the stacks is given to all students and a complete catalog, comprising author, title and subject entries, is provided. The library is open on Saturdays from 8 a. m. to 4 p. m. and on other days from 7:45 a. m. to 5 p. m.

Two hundred and fifty periodicals are received. They are placed in the newspaper and magazine room until read, and then are filed for reference.

The High-School Library has been thoroughly organized and is administered as a branch of the General Library. It contains about two thousand books and one thousand pamphlets.

The State Teachers College Library is a General Depository Library for the United States Government and receives copies of all government publications. This library contains fairly complete sets of government documents issued since 1843, consisting of about eight thousand bound volumes and eight thousand pamphlets, many of which are quite valuable. The Depository Library is shelved in a room recently fitted up on the first floor of Academic Hall.

The Text-book Library of the Teachers College owns copies of all text-books used in classes and supplies them to the students upon the payment of a small rental charge. Text-books may be purchased from the library or elsewhere, if desired.

THE LABORATORIES.

The Psychology Laboratory is equipped for demonstration and laboratory courses in Experimental, Physiological and Applied Psychology. It is supplied with the necessary materials for the type of mental tests usually given in connection with the laboratory work offered in Teachers Colleges.

The Physics Laboratory has the usual equipment for the teaching of Physics. Apparatus is provided for demonstrations and experiments in properties of matter, kinetics, machines, sound,

heat, light, magnetism and electricity. Among the more important apparatus are chemical balances, D'Arsonval galvanometers, Weston meters, standard resistances, diffraction gratings, and an abundance of less expensive pieces for elementary experiments. A 60-volt Edison storage battery of 3300 ampere-hours capacity has been installed. The large switchboard has volt meters, ammeters, watt-hour meters, and rheostats for both alternating and direct currents. It also carries connecting switches for each cell of the storage battery, so that any combination of cells, to give any desired voltage or amperage up to the maximum, may be obtained. Power on the board is obtained from our own 220-volt direct current, or from the 110-volt, 3-phase alternating current from the city. Connections lead from the board to the lecture table and to each of the student tables, so that all the equipment is available in all parts of the room.

The Department of Chemistry is well equipped for the work in General Inorganic Chemistry, Organic Chemistry, qualitative and quantitative analysis, analysis of gas, water, cement, coal, flour, feed, soil, etc. The laboratory is equipped with slate-top desks and individual lockers. Each desk has gas and water. Every student is furnished with a complete set of apparatus and reagents. A large quantity of glass and porcelain ware, together with many pieces of apparatus for special work, has been imported. An electric hot plate, electric and gas furnaces, accurate balances and all the material necessary for good work in Chemistry are at the disposal of the student. The lecture room is supplied with lecture table, gas, water and electric connections and a high-grade lantern.

The Department of Biology has the usual facilities for satisfactory study of plant and animal life. The laboratory is supplied with water, gas and electricity. It contains twenty laboratory tables, each of which contains drawers for note books and other individual property used by the students in their biology work. There are at each table one simple and one compound microscope for student use. The collections of animals and plants for illustration are steadily growing. In the lecture room is a stereopticon, equipped for the projection of lantern and microscopic slides and of opaque objects. The department supplies, free of cost to the students, the laboratory manuals, dissecting instruments, glassware and material for study.

The Geography Laboratory is equipped with the apparatus

necessary for the working out of the laws, principles and conditions studied. It is supplied with barometer, barograph, rain gauge, hygrodeik, thermometer, geologic and other maps, globes and models of various kinds, meteorological charts and a fine collection of mineral rocks and fossils. The tables are arranged for individual work.

The Department of Agriculture has two laboratories and a Demonstration Farm of 30 acres. The laboratories are equipped with the necessary apparatus and materials for thorough classroom and laboratory work. The Farm includes orchards, gardens and field plots and is the field laboratory for this department. The department owns the teams and implements necessary for the cultivation of the Farm.

The Home Economics Laboratory is provided with a well-equipped kitchen, complete dining-room furnishings and a sewing laboratory, which afford an opportunity for practical work in cooking, sewing and dressmaking.

The Teachers College has a special building for Industrial Arts, which is described under the head of Buildings. The equipment for Industrial Arts consists of a carpenter shop, equipped with twenty-two benches and tools for each bench, all necessary extra tools and cases for tools, demonstration platform, bench and lathe, and a power grind-stone, a wood-turning and pattern-making shop, equipped with ten down-draft forges with individual sets of tools, a sensitive drill, an emery grinder, and a power hammer; a small equipment for machine-shop work; benches for art and hand metal with individual sets of tools for each bench; a room for mechanical drawing with twenty drawing tables and other necessary equipment.

THE HOUCK COLLECTION OF STATUARY.

The Teachers College received from the Honorable Louis Houck the gift of a valuable collection of statuary. This collection was a part of the German Educational exhibit at the World's Fair, St. Louis, 1903-04, and is the work of Mr. August Gerber, of Cologne, Germany, an artist now deceased, who enjoyed a high reputation throughout Europe. The pieces are mainly reproductions of the great masterpieces, done in such a manner as to present the exact bronze or marble appearance of the originals.

In accordance with the agreement made with Mr. Gerber, he

personally directed the work of placing this collection in Art and Statuary Hall, at the west end of the main floor of Academic Hall. It is a most useful adjunct to the work of the Classical and Art departments.

THE BECKWITH INDIAN COLLECTION.

A short time before his death in 1913, Thomas Beckwith, of Charleston, Missouri, gave to the Southeast Missouri State Teachers College, his collection of pottery, flints, stone implements, and other material, illustrative of the life of the ancient inhabitants of this region. This great collection, now installed in a large, well-fitted room on the upper floor of Academic Hall, is the result of the arduous labor for many years of a most careful, discriminating and enthusiastic student of Indian archaeology, working in one of the richest localities known in the United States. In its thousands of household utensils, weapons of war, the chase, agricultural implements, ornaments and objects of worship, it shows how a very unusual opportunity for collecting was improved by a man who was patient and persistent in his efforts to preserve whatever bears on the aboriginal occupation of this region.

Much other interesting and valuable material of a more or less miscellaneous nature, accumulated by Mr. Beckwith, which he kept apart from the main body, was also included in his gift to the College.

THE DOCTOR A. T. CHATHAM COLLECTION.

Dr. Chatham has given to the State Teachers College a collection of various kinds of fire arms which he made since the Civil War. This collection is a part of the Historical Museum to be preserved perpetually for the benefit of Teachers College students and the people of Southeast Missouri generally. By the terms of this gift this interesting collection is to be open to public inspection under regulations fixed by the Board of Regents.

CLASS LOAN FUNDS.

The Graduating Class of 1915 tendered to Board of Regents, for permanent keeping and employment, the sum of fifty-seven dollars, and the Class of 1911 has tendered the sum of fifty-eight dollars. These sums are to be the nucleus of a Student Loan Fund which the donors hope at an early date to increase. They are ad-

ministered by the Board of Regents in a spirit highly appreciative of the attitude of the donors in offering such practical assistance to worthy students.

MEMORIAL FUND.

A committee consisting of members of the Faculty and Alumni has inaugurated a movement for a memorial fund sufficiently large to provide the nucleus, amounting to at least one thousand dollars, of a permanent loan fund and to erect a memorial entrance, costing approximately seven thousand five hundred dollars, to be located at the Pacific street entrance to the College grounds. This double memorial is so planned and secured that it will stand as a memorial to the more than nine hundred former students of the College who went into the service, and especially to the eighteen who gave their lives. It will commemorate valor and high idealism and inspire future students of the Southeast Missouri State Teachers College.

SCHOLARSHIPS AND PRIZES.

THE REGENTS SCHOLARSHIPS.

The Board of Regents has established three scholarships, each worth one hundred dollars a year. These scholarships are open to students residing in this Teachers College District who have completed with high rank a two-year or three-year college course in this Teachers College, or who have graduated from a college of the Missouri College Union. No student will be permitted to hold a scholarship for more than two years.

THE OLIVER PRIZES.

The Board of Regents has received for the Teachers College a gift of one thousand dollars from the Honorable R. B. Oliver to found two prizes. One of these, the prize in oratory, is open to the young men, and the other, the prize in essay, to the young women of the graduating class. The award is made on the following points: 1. Literary and scholastic attainments. 2. Character, broadly considered, "embracing qualities of manhood or womanhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness, and fellowship, and moral force of character as exhibited during school days. 3. The oration or essay.

THE REGENTS MEDAL.

The Regents Medal is presented to the winner of the contest in oratorical declamation, held each year during commencement week. This contest is open to young men.

THE FACULTY MEDAL.

The Faculty Medal is presented to the winner of the contest in interpretative reading, held each year during commencement week. This contest is open to young women.

DEBATING CUPS.

Two series of debates are conducted each year among the literary societies of the school. The young men compete for annual possession of the silver loving-cup presented some years ago by the Southeast Missouri Trust Company. The young women compete for a similar cup presented by Mr. David A. Glenn.

COLLEGE ORGANIZATIONS.

STUDENT ORGANIZATIONS.

The Public Speaking Council, consisting of two executive members appointed by the President of the school, and two voting members—one student and one member of the Faculty—elected by each of the general literary societies, is in charge of all the literary contests of the College except the contests for the Oliver Prizes and the Regents and Faculty Medals. The latter are conducted directly by the Faculty.

The Capaha Arrow. The student paper records the principal events in the life of the College and offers through its editorial and literary departments opportunity for discussion of those problems of citizenship which must be met and solved by the students in a College community. The editors are elected by a governing board composed of students, alumni, and faculty members. Any student, however, may enter competition for a position as reporter and thus secure valuable newspaper training. Talks on newspaper writing are given frequently before the staff by members of the Faculty and newspaper men of the community.

The Sagamore. The Senior Class of 1914 inaugurated the publishing of a book designed to present in attractive form the events and the aspirations of each school year. The staff of editors is chosen from the senior class by a board of control consisting of five seniors, three faculty members, and three alumni.

The General Literary Societies. Five Literary Societies offer to the students of the College general training in public speaking and the conduct of assemblies. The Benton and the Webster Societies are open to young men, the Clio, Sorosis, and Hesperian Societies are conducted by young women. Four of these societies occupy handsomely furnished halls.

The Dramatic Club. All students desiring to profit by the study and the public presentation of dramatic literature are given opportunity to secure membership in the Dramatic Club through a series of competitive trials held each term. This organization presents a literary program each fortnight, and stages annually two plays of superior merit. With co-operation from the general literary societies it provides revenue for conducting the public-speaking contests in the school.

The French Club. The French Club is an organization of students in advanced French, which has both a literary and a social purpose. The members of the club are brought into a closer and pleasanter relation than is possible by mere classroom instruction. The club meets regularly every two weeks in Academic Hall.

Music Club. All students taking work in Piano, Voice, Violin and Public School Music are members of this club. Semi-monthly meetings are held which are helpful in stimulating an interest in all that pertains to the education of the aspiring musician. Current events in the musical world are discussed. Varied and interesting programs are arranged for these meetings.

Honorary Societies. The Delta Delta Kappa was founded in June, 1916. Its purpose is to foster and recognize high attainments in the preparation for teaching. The society elects each year from the men of the graduating classes the six who have achieved the highest rank in scholarship, leadership and aptitude for teaching. The Alpha Phi Delta is a similar organization for college women. Both organizations are purely honorary and open only to students of the graduating classes.

Teachers College Oratorical League. An oratorical contest open to all students in the school is held annually on the last Monday in January to select a representative of this Teachers College in the Teachers College Oratorical League Contest which is held on the third Friday in March. Each speaker in the local contest must deliver an original oration not exceeding two thousand words in length, four typewritten copies of which he has presented to the committee in charge three weeks in advance of the contest.

Teachers College Debating League. The Teachers Colleges at Cape Girardeau, Kirksville and Springfield conduct a triangular debating contest. Early in May every year each school is represented by two teams of debaters, one defending the affirmative and the other the negative of the same proposition. The three debates are held at the three schools on the same night. Competition for place on the team is open to all students. The trials are held the first Monday following the opening of the winter term.

Winners in 1919-20. The Oliver Contest in Essay, Miss Pearl March; The Oliver Contest in Oratory, Mr. Peter Baechle; the Regents Contest, Mr. Walter R. Hoy; the Faculty Contest, Miss Alta McGhee; the Southeast Missouri Trust Company Cup, the Webster Society; the David A. Glenn Cup, the Sorosis Society; the Annual Oratorical Contest, Mr. Stanislav Wallach; the Inter-Collegiate Debaters, Miss Zella Proffer, Mr. O. K. Phillips, Mr. Stanislav Wallach and Mr. Thomas Fulbright.

Young Men's Christian Association. This organization dates its existence in this college from March 2, 1902, and is the same as found in other institutions of learning. It has as its purpose the strengthening of the Christian character of the men of the institution. It endeavors as nearly as possible to replace the Christian influence of the home while men are here attending the Teachers College, and to form in them habits of Christian living.

Young Women's Christian Association. A charter was issued to this Association in the College on October 25, 1906. It has for its purpose the spiritual development of the young women and the promotion of social service among them. The whole trend of its work follows the spirit of the Association's motto: "Not by Might, nor by Power, but by My Spirit," saith the Lord of Hosts."

The Marquette Club. The Marquette Club was founded in 1914 by the Catholic students of the Teachers College, that they might

co-operate with the other organizations of the school in encouraging the continuance of religious observances and in promoting the work of spiritual development and social service. When called upon the fathers of St. Vincent's College give talks before the Club.

ALUMNI ASSOCIATION.

The purpose of the Association is to keep the school in touch with its graduates and former students; to acquaint them with its work, its plans and its needs; to further their interests in all possible ways; and to promote fellowship and association among them by providing opportunity for their meetings. Its members are of two classes, active and associate. Active members are those who have graduated from any college curriculum. Associate membership is open to former students other than graduates and to members of the Faculty.

The present officers of the Association, who constitute its executive committee are Mr. Frank Smith, Cape Girardeau, President; Mr. James A. Kinder, Cape Girardeau, Vice-President; Mr. W. T. Doherty, Cape Girardeau, Secretary; Miss Sadie T. Kent, Cape Girardeau, Treasurer.

THE TEACHERS COLLEGE LYCEUM COURSE.

The Teachers College Lyceum Course, established in 1906, has now become a well defined feature of student life and is filling a genuine educational need, especially of those who are seeking to become teachers.

THE TEACHERS COLLEGE ORCHESTRA AND BAND.

These excellent organizations offer inducements to students who play or who desire to learn. Meetings are held regularly and work is credited on regular courses. Instruments will be furnished those who desire to take private lessons. The Director, in addition to his services with the band and orchestra, will give private instruction on all brass, string and reed instruments, for which the charges are reasonable. Applicants for places should write to the Director, stating what instruments they desire and the amount of experience they have had.

THE GLEE CLUBS.

The Men's Glee Club is an organization open to all men of the school who satisfy the requirements of ability and willingness to

co-operate. Tryouts are held early in the school year. Aside from the training, which is of undoubted value, the club offers the satisfying elements of good fellowship among its members. The Women's Glee Club is a similar organization open to all women. These organizations give recitals and co-operate in giving an annual opera.

COMMUNITY CONCERT COURSE.

For the year 1920-21 the College, through the Committee on Entertainments, is co-operating with an organization in the city which has for its object the development of the musical interests of the country and has as a slogan, "The Best Music for the Community." Under the direction of Mrs. Louise Hinchey, member National Concert Managers Association, this organization has arranged a Musical Concert Series of four numbers in which artists among the best in the country are presented to Southeast Missouri. All students holding student-activities tickets are admitted to these concerts without additional charge.

The first concert will be given in October by Frances Ingram and Max Steindel. Frances Ingram is a young contralto singer who, many eastern critics say, possesses as beautiful a contralto voice as has ever been heard. Max Steindel is a violoncello soloist with the St. Louis Symphony Orchestra and has already made an enviable position for himself in the musical world. The next concert will be given by Salvatore de Stefano, the most eminent harpist on the American platform. With him will appear Mrs. Abraham Epstein, St. Louis' most charming soprano. Marcella Craft, soprano, will be the third in the series. Miss Craft studied abroad for several years and was prima donna in the Royal Opera in Munich for five years. This year she will have the leading role the Chicago Grand Opera Company. She has sung with all the leading musicians in America. Arrangements for the fourth number are not yet complete; but it will be in keeping with the superior artistic excellence of the other numbers.

EXPENSES.

FEEES.

Incidental Fee. To cover the expenses of the Teachers College which are not provided for by the state, an incidental fee of \$12.50

is charged for a term or any part of a term. This fee must be paid by every student in advance and will not be refunded for any cause. It is apportioned for the following purposes: To meet general incidental expenses not otherwise provided for by the state, for which purpose the amount of \$8 out of each fee is set aside; to provide each student with a Student Activities Ticket admitting him to all plays, musical programs, athletic contests and numbers of the Lyceum Course, for which purpose the amount of \$2.50 out of each fee is set aside; to provide funds for Library and Laboratories, for which purpose the amount of \$2 out of each fee is set aside.

Text-book Fee. In order to reduce the former cost of text-books by at least one-half, a plan of renting books is now in operation. To cover this rental a fee of \$5 is charged each student on entrance. \$3 of this fee is refunded if a student remains in school not longer than one term, and \$1 if he continues for two consecutive terms.

BOARD.

Good board, including light and fuel, can be secured in approved families at \$5.50 to \$6.50 a week. Rooms in the dormitories are rented at \$3 per month for four weeks for each student, two students occupying a room; or \$6 a month for each student if one student occupies a room alone. Fifty cents a month additional is charged each occupant for corner rooms. The cost of board and room rent in the dormitories is \$25.00 a month or \$6.25 a week, which is subject to change as the cost of living changes. A deposit is required from each student in Albert Hall to cover any damage that may be done to the hall or property. The remainder, after all assessments are made, is refunded to the student.

ADMINISTRATION.

STUDENT ADVISERS.

Each student is assigned to some member of the Faculty for advice and counsel. The adviser not only assists the student in choosing his course of study and selecting the proper subjects, but also has a general oversight of the student's welfare and conduct. Each term a report is made to the President of the progress of the

student so that he has at his ready command an accurate statement of the student's standing.

SYSTEM OF GRADING AND CREDITS.

In order that the grading of students may be placed on a scientific basis as far as possible, and that grading in all departments and in all classes may be as uniform as possible, the grading is done on the basis of group ranking of students. Students who do average work are graded C; students who do better than average work, but who do not do the very best work, are graded B; students who do work of the highest standard are graded A; students who do work below the average, but who do not fail in their work entirely, are graded D; students who fail to do work that can be credited are graded E.

In order that students may be credited for the work they do in each class on a fair and just basis and that they have constantly an incentive to do their best work in every class, students who receive the grade of C are given the standard credit; students who make a grade of A are given thirty per cent in addition to the standard credit; students who make a grade of B are given fifteen per cent in addition to the standard credit; students who make a grade of D are given eighty per cent of the standard credit; students who make a grade of E are given no credit.

It is felt that such a system of credit is more just than the usual custom of giving all students who pass the same credit; that it will offer an inducement to students to put forth their best efforts at all times; and that it will give to students who possess superior or the highest ability an opportunity to graduate in less time than is required by students of average ability. Students who do less than average work may be able to graduate by spending somewhat more than the average time in school.

NOTATION FOR COURSES OF INSTRUCTION.

In the notation used for designating courses Roman numerals refer to sub-college courses and Arabic numerals refer to college courses. Numbers from 1 to 99 inclusive indicate junior-college courses and those from 101 to 199 inclusive indicate senior-college courses. The credit given for each course is stated in semester hours. Unless otherwise stated the number of hours of credit is also the number of times a week which classes in full courses meet.

Unless otherwise stated classes in half-courses meet five times a week. All classes in sub-college courses meet five times a week.

EXAMINATIONS FOR ADVANCED STANDING.

Students claiming credit for work completed in an unaccredited school or by private study are given an opportunity to establish such credit by examination. Entrance examinations are given in all the studies prescribed in the high-school course of study. The following conditions must be met: 1. Evidence must be produced that systematic preparation has been made in the work for which credit is claimed. 2. No credit by examination is granted after a student has completed a year of work in this institution, nor after a student has completed an advanced course in the subject. 3. In no case are entrance examinations given for more than four units for each year spent in school. 4. Entrance examinations are given the first Saturday of each term. Application for examination must be filed with the Chairman of the Committee on Entrance not later than Thursday of the opening week.

TEACHERS POSITIONS.

The schools of this part of the state are looking more and more to this institution for assistance in securing teachers. The Committee on Teachers' Positions has charge of this work. Its services are free of cost to school officials, to teachers who are graduates or former students of this institution, and to other teachers who want to avail themselves of this assistance. The committee desires to co-operate with school officials in all ways that will make for the more effective placing of teachers. Teachers who want to enroll should write to the Committee for enrollment blanks.

SELF HELP.

The Committee on Self Help makes an effort to secure remunerative work for students which shall require only part time, and for whole time during vacation periods. Also the Teachers College regularly gives employment to a limited number of students as assistants to the janitors, as waiters, and in similar capacities. Preference is given to students who are in need of such assistance, but this employment must not be understood as charity. Full pay is given and the services rendered must be up to the standard.

THE THREE-TERM CALENDAR.

The Teachers College has adopted a three-term calendar. Each term is sixteen weeks in length. The next fall term begins Mon-

day, August 30, 1920, and ends Friday, December 17, 1920. The next winter term begins Monday, December 27, 1920, and ends Friday, April 15, 1921. The fall and winter terms constitute the school year for students who do not want to attend school during the spring-summer term. Students may complete a three-year college curriculum leading to a diploma by attending during the fall and winter terms for three years; and a standard four-year college curriculum leading to the bachelor's degree by attending during the fall and winter terms for four years. These two terms of the Teachers College thus correspond to the first and second semesters of universities and colleges that are on the semester basis; and the same work is completed in the fall and winter terms of the Teachers College as is completed in the first and second semesters of a college on the semester basis.

The next spring-summer term of the Teachers College begins Monday, April 18, 1921, and ends Friday, August 5, 1921. This term is one of the regular terms of the year. Students who attend during the fall and winter terms may continue their work through the spring-summer term without interruption and complete another half year of work in addition to the year of work completed during the first two terms. The work of this term is organized so that students may take courses to be completed in the first eight weeks of the term; they may take courses extending throughout the entire sixteen weeks of the term; they may enter Monday, May 16, and complete twelve weeks of work; or they may enter Monday, June 13, and complete eight weeks of work. Work can be done more advantageously, however, in a continuous term than in part terms.

CONFERENCE AGREEMENT.

By an agreement entered into at a conference of all the higher state educational institutions in 1916, work done in any one of these institutions after September 1, 1916, shall be credited hour for hour in any other institution; and students completing a four-year curriculum in any of the Missouri State Teachers Colleges according to the terms of this agreement, shall be admitted to the graduate school of the University of Missouri.

ORGANIZATION.

THE SUB-COLLEGE.

CURRICULUM LEADING TO THE TEACHER-TRAINING CERTIFICATE.

Purpose. This curriculum affords to students who have not completed college-entrance requirements a minimum preparation for teaching in rural schools. Upon evidence that this curriculum has been satisfactorily completed, the State Department of Education will issue a certificate valid for two years in any county of the state. After thirty-two weeks of successful experience and one term's successful work in a Missouri State Teachers College, in the University of Missouri, or in any standard college or university, any person holding a teacher-training certificate issued under the provisions of the law shall receive a first-grade county certificate. This certificate is issued in place of the rural-school certificate, which is no longer offered in connection with work done in this State Teachers College.

This curriculum is organized especially to meet the needs of mature teachers who have not yet completed all their high-school work, and of graduates of approved high schools of the second and third class. Students who have completed two years of work in a classified high-school, should be able to complete the work required for the teacher-training certificate in two years. Those who have completed three years of such work should be able to complete the work required for the teacher-training certificate in one year.

Admission. Any student eligible to enter an approved high school may enter the first year of this curriculum. All of the work required for a teacher-training certificate may be done in the State College High School. The first two years of the work must be done in the High School unless the student is at least nineteen years of age or has already completed two years of high-school work. Full credit is given for all work completed in classified high schools. Work completed in unclassified high schools will be credited only after passing an examination in each subject for which credit is desired. All candidates for the teacher-training certificate must do at least one year of work in residence, except holders of a first or second grade county certificate, who may be excused from one term in residence.

Requirements. Candidates for the teacher-training certificate must comply with the requirements as set forth in the Syllabus for Teacher-Training High Schools issued by the State Department of Education.

CURRICULUM LEADING TO COLLEGE ENTRANCE.

Purpose. This curriculum affords mature teachers who have had limited opportunities, and students who do not have high schools in their local communities, the opportunity of doing high-school work and of completing entrance requirements for college work in this institution or in any other college. In rendering this service there is neither desire nor intent to interfere with the patronage of the high schools in this Teachers College district. Instead, students are strongly urged to complete the work offered by their local school before entering the Teachers College.

Admission. All students who are eligible to enter an approved high school may enter the first year of this curriculum, provided they are 17 years of age. Students under 16 years of age who have not completed one year of high-school work are not admitted. Students 15 years of age who have completed one year of work in an approved high school, or its equivalent, are admitted to the second year of the work. Teachers who hold a third-grade county certificate are admitted to the first year without conditions. Students over 17 years of age who are not eligible to enter an approved high school without examination may enter by passing a satisfactory examination.

High-School Credit. Students who have completed only part of a four-year curriculum in an approved high school will receive full credit for all such work upon presenting an official statement of their record. This certificate must be filed with the registrar on or before the day of enrollment. The proper blank will be furnished on application. Credit for work done in a high school not on the approved list or by private study must be established by examination. All students claiming such credit should consult the chairman of the Credits Committee during the first week of the term. No credit by examination is given after a student has completed one year of work in the Southeast Missouri State Teachers College.

Requirements. Students who desire to complete college entrance requirements should complete a minimum of 15 high-school

units, or 30 term units, of work. The prescribed work is as follows: English, 3 units; History, 3 units; Mathematics, 3 units; Science, 2 units. Physical practice must be taken for at least two years with no credit units. The remaining 4 units should be elected from courses that are usually offered for college entrance. Any elementary course for which the student has the prerequisite may be elected. But students are strongly advised to elect at least 2 units in Foreign Languages.

THE COLLEGE.

Purpose. The primary purpose of the Teachers College is to prepare teachers for the public schools of this section of the state. Requirements for teaching or administrative work in the public schools have increased to such an extent that any institution which prepares teachers can do so only by doing strong college work. To this end the work of the College has been projected deliberately and wisely. This Teachers College now issues no certificate for the completion of less than one year of college work, in addition to four years of approved high-school work, or the equivalent; it graduates no students who have completed less than two years of college work in addition to four years of approved high-school work, or the equivalent; and it grants no degree on completion of less than four years of college work in addition to four years of approved high-school work, or the equivalent. This Teachers College must also provide for the general educational needs of a large number of young men and women who cannot go elsewhere for their higher education. Even in our graduate universities attendance is largely local. There is no other institution nearer than Springfield or St. Louis which has the equipment and facilities for doing college work.

To meet this two-fold purpose, the work of the College is organized to include a one-year curriculum leading to the Regents certificates; two-year curricula, leading to the diploma with the force of a life state certificate; three-year curricula, leading to the diploma with the force of a life state certificate; and four-year curricula, leading to the life state certificate and the degrees of A. B., B. S. in Education, and B. S. in Home Economics.

Admission. 1. Graduates of four-year high schools, or of fully accredited academies, who offer a minimum of 15 high-school units, are admitted to the freshman work of the College without condi-

tion. The official classification of high schools by the State Department of Education is accepted as a standard. Graduates of accredited four-year high schools are admitted upon presenting an official statement of their credits. This certificate must be filed with the registrar on or before the day of enrollment. The proper blank will be furnished by the registrar upon request. 2. Students who have completed 13 units of approved high-school work will be admitted to the freshman work of the College, with the condition that they make up two units of high-school work by the time they have completed two terms of college work. 3. Students over 21 years of age who are able to demonstrate their ability to do college work may be admitted to college classes as special students; but they can not be candidates for graduation until they have met the requirements for admission as regular students.

Classification. Students desiring to enter should enroll with the Registrar and from him obtain blanks for classification which they should take at once to the President of the Faculty, who will assign each student to an adviser.

Amount of Work. The regular amount of work which a student may take is fifteen to sixteen hours a term. In cases where part of the work is of high-school and part of college grade, the equivalent of sixteen hours of college work may be taken.

Correspondence Work. Correspondence work in certain courses is offered. This work may be taken up at any time except during the spring and summer term. A fee of \$3 for each hour of credit is charged.

Extension Work. Extension work in monthly meetings at extension centers is offered in certain courses. Such centers will be organized wherever there are large enough groups of students desiring the work to warrant them. Those who are interested in extension centers should notify the President of the College, who will arrange to have a member of the faculty conduct the work. The fee for such work is \$9 a term in a full-course subject, provided the amount paid by a class be enough to defray all traveling and hotel expenses of the teacher for the entire course. If the total fees paid by a class are not sufficient to meet all these expenses a further apportionment of the cost must be met.

Definitions. A term hour, or an hour, is the amount of credit given for three hours of work a week for one term, one of which is in class work and two are in preparation outside of class. The term hour is the standard unit of credit for all college work. It has the same credit value as a semester hour.

A course is a subject in which the standard credit for a term requires nine hours of work a week, three of which are in class work and six are in preparation outside of class.

A half-course is a subject in which the standard credit for a term requires five hours a week in class work and not more than a modicum of outside preparation.

A major is a sequence of courses or half courses in a department, or in a group of related departments, which constitutes the **main group of courses that a student must elect in a four-year curriculum.** It includes twenty-four term hours of work. All students who complete a four-year college curriculum must elect one major, of which at least twelve hours must be taken in the junior and senior years.

A minor is a sequence of courses or half-courses in a department, or in a group of related departments, which constitutes a second group of courses that a student must elect in a four-year curriculum. It includes twelve hours of work. All students who complete a four-year college curriculum must elect two minors, of which at least six hours of each must be taken in the junior and senior year.

A curriculum is the entire sequence of courses and half-courses that are required for the regents certificate or for graduation in two, three, or four years. No curriculum can be completed in less than one year. No curriculum which leads to graduation can be completed in less than two years. No curriculum which leads to graduation with a degree can be completed in less than four years.

ONE-YEAR CURRICULUM LEADING TO THE REGENTS CERTIFICATE.

Purpose. This curriculum is arranged to equip students, who cannot complete enough work for graduation, with a sufficient preparation to enable them to teach acceptably in public schools until they can continue their work to prepare themselves better for teaching. Students who complete this curriculum of one year of

college work, which includes the requirement of nine hours in Education, may receive the regents certificate. This certificate entitles the holder to teach in any public school in the state for a period of two years. It is reissuable on completion of a minimum of eight hours of college work in advance of that which has already been completed. All of the work required for the certificate, and for its re-issuance, may count as required work leading to graduation. In this way a student may secure the regents certificate, earn its re-issuance from time to time by doing additional work, and thereby complete a part or all of the work of a two-year curriculum leading to the life state certificate.

TWO-YEAR CURRICULA LEADING TO THE DIPLOMA WITH THE FORCE OF A LIFE STATE CERTIFICATE.

Purpose. These curricula are organized to prepare teachers more especially, but not exclusively, for the elementary schools. Students can arrange them in such a way that the two years required for their completion will serve also as the first two years of a three-year or a four-year curriculum. In this way a student can obtain a two-year diploma, and be prepared acceptably for elementary and some high-school teaching, at the end of two years; a three-year diploma, and be better prepared for elementary and high-school teaching, at the end of three years; and the degree Bachelor of Arts, Bachelor of Science in Education, or Bachelor of Science in Home Economics, and be well prepared for any kind of public-school teaching and supervision, at the end of four years.

Requirements for Graduation. For the completion of any of these curricula two years, that is, four terms in residence of college work are required, of which $55\frac{1}{2}$ hours in courses, $41\frac{1}{2}$ hours in half-courses, and Physical Practice throughout must be completed. The prescribed work is as follows: Education, 19 hours; English, 6 hours; History, 6 hours; Science, 12 hours; Industrial Arts, $1\frac{1}{2}$ hours; Public-School Music, $11\frac{1}{2}$ hours; Manual Arts, $1\frac{1}{2}$ hours; Physical Practice until graduation with no credit hours. The requirement of 19 hours in Education is a maximum, as well as a minimum, in a two-year curriculum for a diploma. Courses 1, 3, 5 and 6 in Education constitute 13 hours of this requirement, and should be taken by all students completing a two-year curriculum for a diploma. Students preparing for primary teaching must elect the remaining 6 hours from Courses 11, 13, 14, 15 and 17 in Education. Those preparing for intermediate-grade teaching must

take Course 18 and elect one other course from Courses 7 and 11 in Education and from Course 6 in English, Course 5 in Mathematics, Course 3 in Geography and Course 105 in Public Speaking. Those preparing for rural-school teaching must take Courses 9 and 10 in Education. Those preparing for upper-grade and departmental teaching must elect two courses from Course 6 in English, Course 5 in Mathematics, Course 3 in Geography, and Course 105 in Public Speaking. Except for unusual reasons no student in any curriculum should take more than 19 hours in Education during the first two years, and all elections in Education beyond the 18 hours must be made with the advice of the Faculty in Education. The requirements of 19 hours in Education and 12 hours in Science are reduced to a minimum of 13 hours and 6 hours respectively for students completing a two-year curriculum in Agriculture, Home Economics, Music, Fine Arts, Industrial Arts or Commerce and Business. The remaining $13\frac{1}{2}$ to 18 hours are elective.

THREE-YEAR CURRICULA LEADING TO THE DIPLOMA WITH THE FORCE OF A LIFE STATE CERTIFICATE.

Purpose. These curricula are organized to prepare students as high-school teachers and as superintendents, and to provide more extensive preparation for teaching and supervising in elementary schools. They are extensive enough to permit of a minimum degree of specialization. Students who desire to equip themselves to teach creditably in high schools should follow a wise plan of election in completing a curriculum for high-school teachers. Students who desire to become superintendents or teachers of Education in a teacher-training high school should complete the curriculum for teacher-training. Those who desire effective preparation as primary teachers or supervisors should complete the curriculum for primary teachers. Similarly those who desire to be supervisors of Music or Drawing, or to be teachers of Manual Training, Agriculture, Home Economics or Commerce and Business, should complete the curriculum which prepares for the particular field of work which is their objective.

Relation to Other Curricula. The three-year curricula are planned so that students will find no difficulty in completing them in two years after finishing the one-year curriculum leading to the elementary professional certificate, or in one year, after completing a two-year curriculum, provided they select their courses from the outset with this purpose in mind. In the place of electives in

the one-year and two-year curricula, students should choose the courses which will enable them to fulfill the requirements of a three-year curriculum.

Plan of Election. Students completing a three-year curriculum should choose their electives in such a way that they can qualify to teach three subjects in a first-class high school. This means that 10 hours of college work must be elected in each of the three subjects, unless the subjects are in Mathematics or Science, in which cases the minimum election in each subject must be 8 hours of college work. Not more than 18 hours may be taken in any one subject in which the student elects to qualify; and not more than 10 hours may be taken in each of the two other subjects in which he qualifies. Exemptions from this requirement of election will be made in cases of students completing a three-year curriculum for primary teachers or for teachers and supervisors of special subjects in grades and high schools.

Requirements for Graduation. To complete a three-year curriculum, three years of college work are required, of which at least five terms must be in residence for all students entering with nothing beyond entrance requirements. The prescribed courses are as follows: Education, 24 hours; Science, 12 hours; English, 6 hours; History, 6 hours; Mathematics, 6 hours; and Physical Practice for two years with no credit hours. For those completing the teacher-training curriculum, the requirement in Education is 30 hours. Students completing curricula preparing for lower-grade teaching or for music or drawing supervision are exempt from the requirement in Mathematics. For students completing curricula in Music, Art, Commerce and Business, Agriculture, Home Economics, or Industrial Arts, the requirement in Education is reduced from 24 hours to 18 hours. The remaining 36 to 42 hours are elective according to the requirements set out in the paragraph describing the plan of election.

FOUR-YEAR CURRICULA LEADING TO DEGREE AND THE DIPLOMA WITH THE FORCE OF A LIFE CERTIFICATE.

Purpose. These curricula serve a three-fold purpose. In the first place they equip those completing them with a thorough preparation for the most attractive types of public school positions. The most progressive communities educationally in Southeast Missouri, or elsewhere, are more and more demanding that

their superintendents, high-school teachers and principals, teachers and supervisors of special subjects in both high-school and grades, be four-year college graduates with a professional training that equips them for a high type of educational service. Within a few years the demand will be universal for grade teachers, as well as for high-school teachers, who are four-year college graduates. The salaries of grade teachers, together with the prestige attaching to their positions, will then be on a par with those of high-school teachers. Every year the Southeast Missouri State Teachers College has more calls than it can supply for teachers who are four-year college graduates. It strongly urges that all its students, who have or can make the opportunity, and who are ambitious to prepare themselves for the largest usefulness in public school work, as well as for the most remunerative positions, compete a four-year curriculum. Boards of Education in Southeast Missouri are looking to this institution to supply them with teachers who have completed four years of professional training. They are offering in most cases salaries large enough to secure teachers with this training.

A second function of these four-year curricula is to equip students completing them to enter upon graduate work in arts, literature and science in practically all of the universities of the country, or to enter professional schools which require four years of college work for entrance. The advantages to the young men and women of Southeast Missouri, and adjacent sections of other states, who desire ultimately to do graduate work, of completing a four-year curriculum in an institution so conveniently located, are manifest to every thoughtful person.

A third function of these curricula, and one by no means unimportant, is to provide liberal culture for those who may not desire to teach, or who may teach only a few years and then enter some other profession. Men and women who have the liberal education that is obtained by completing four years of college work are a splendid asset to any community.

Requirements for Graduation. For the completion of any curriculum leading to a degree, a minimum of four years, or 120 hours of college work, is required, of which at least six terms must be in residence for all students entering with nothing beyond entrance requirements. Students entering with college credit must complete a minimum of one year in residence. For the degree of Bachelor of Arts, the prescribed courses are as follows: Foreign

Language, 6 hours, in addition to an entrance requirement of two years, which may be made up after entrance, if necessary; English, 6 hours; History, 6 hours; Mathematics, 6 hours; Science, 6 hours. For the degree of Bachelor of Science in Education and Bachelor of Science in Home Economics, the prescribed courses are as follows: Education, 24 hours; English, 6 hours; History, 6 hours; Mathematics, 6 hours; Science, 6 hours. Students completing curricula which prepare for lower-grade teaching or music and drawing supervision are exempt from the requirements in Mathematics. Two units of Foreign Language must be offered for entrance or 12 hours of college work must be taken in college courses. The remaining 60 to 87 hours are elective within the limits of the plan of election as described in the next paragraph.

Plan of Election. The elective courses leading to a degree include a major group, consisting of 24 hours, of which at least 12 hours must be taken in the junior and senior years; and two minor groups, consisting of 12 hours each, of which at least 6 hours must be taken in the junior and senior years.

For the degree of Bachelor of Arts, the majors and minors should be elected from the following groups, no one of which can be for the same student both a major and a minor group: Ancient Languages, Modern Languages, English, Public Speaking, History, Social Sciences, Mathematics, Physical Sciences, Biological Sciences, and Philosophy and Education. For the degree of Bachelor of Science in Education and Bachelor of Science in Home Economics, the majors and minors may be elected from the same groups as for the degree of Bachelor of Arts and in addition from Music, Music and Art, Industrial Arts, Commerce and Business, Agriculture and Home Economics. The remaining elective courses are free electives, but they should be chosen from courses that will supplement the major and minor groups in providing the student with a unified sequence of courses throughout the four years.

FOUR-YEAR CURRICULUM IN THE ARTS AND SCIENCES LEADING TO THE A. B. DEGREE.

An education in the Arts and Sciences, as usually offered in the curricula of standard colleges, is the foundation upon which the professional education of a teacher must be based. In fact, education for any profession must be built upon an education in the Arts and Sciences as usually given in standard colleges. This State College offers a curriculum in the Arts and Sciences leading to

the A. B. degree. Courses in Education are not required or offered as a part of this curriculum. Students electing this curriculum, leading to the A. B. degree, may make such use of their education as best suits their purposes. They may make their education in the Arts and Sciences the foundation upon which to build a professional education for teaching, or for any other profession or vocation in life that they may choose.

By offering an Arts and Science curriculum, without courses in Education, leading to the A. B. degree the College hopes to make its mission as a college in Southeast Missouri complete. This State College is the only standard senior college in this great and rich section of the state. This institution must, therefore, offer a college education, not only for intending teachers, but for all the people of Southeast Missouri, whether they intend to teach or to prepare for some other vocation.

SUMMARY.

For convenient reference, the scope of the work offered in the Teachers College is summarized as follows:

1. A curriculum for students who have not completed all entrance requirements before entering the College.
2. A curriculum leading to the teacher-training certificate. This certificate may be converted by the State Department of Education into a first-grade county certificate when the holder has taught successfully for thirty-two weeks and completed eight semester hours of college work in a Missouri State Teachers College, the University of Missouri or any other standard college or university.
3. A one-year college curriculum in Commerce and Business.
4. A one-year college curriculum, leading to the regents certificate.
5. Two-year college curricula in the Arts and Sciences, for high-school graduates who want to prepare to enter law, medical or engineering schools.
6. Two-year college curricula, leading to the diploma with the force of a life state certificate to teach in Missouri.
7. Three-year college curricula, leading to the diploma with the force of a life state certificate to teach in Missouri.

8. Four-year college curricula, leading to the degree of Bachelor of Arts, Bachelor of Science in Education, or Bachelor of Science in Home Economics, and to the diploma with the force of a life state certificate to teach in Missouri.
9. Four-year college curricula, leading to the degree of B. S. in Education, which qualify teachers under the provisions of the Smith-Hughes Act in Vocational Agriculture, Vocational Home Economics, and the Vocational Mechanical Trades.
10. The two-year, three-year and four-year college curricula may be taken so that specialization is possible in Music, Art, Industrial Arts, Home Economics, Agriculture, or Commerce and Business.



COURSES OF INSTRUCTION.

THE DEPARTMENT OF EDUCATION AND PHILOSOPHY.

President Dearthmont	Miss Pearce
Mr. Martin	Mrs. Van Meter
* Mr. Benson	Miss Barton
Mr. Kruse	† Mrs. Ealy
Miss Shea	† Miss Smith
Miss Schnieb	† Miss Knehans

Miss Connelly

EDUCATION.

TEACHER TRAINING CERTIFICATE COURSES.

III. Elementary Education. This course takes the place of the following courses, formerly offered: Elementary Psychology, Rural-School Management, and Rural-Life Problems. It is Course 2 as outlined in the Teacher-Training High School Syllabus. The following topics are considered: First term, a study of the mind and school sanitation and hygiene; second term, school organization and management, problems of the rural school. Required for the teacher-training certificate. Not open to students with less than 8 units of credit. 1 term unit. Mr. Kruse or Miss Pearce.

IV. Methods and Observation. This course aims to prepare students for teaching in a rural school the common branches, as outlined in the state course of study. Observation in the Training School is a definite part of the course. The work of the two terms should be taken consecutively. Course III is a prerequisite. Required for the teacher-training certificate. 1 term unit. Mr. Kruse or Miss Pearce.

For courses in the Common Branches required for the teacher-training certificate, see Department of English, Course II; Department of Mathematics, Course III; Department of Geography, Course II.

JUNIOR-COLLEGE COURSES.

1. Educational Psychology. This is an introductory course which is a basis for other courses in Education. The course deals

* On leave of absence for the year.

† On leave of absence for the fall term.

‡ On leave of absence for the winter term.

with the simpler psychological processes involved in the learning process and with the mental development of the child. Required. Each term. 3 hours. Mr. Benson.

2. **Elementary Curriculum.** This course deals with the methods of teaching the fundamental subjects in the elementary-school curriculum. The primary object of the course is to make the student familiar with the work outlined in the State Course of Study. A detailed study is made of those problems in the teaching of the several subjects which present to the young teacher the greatest difficulties. The course also serves as a preparation for the course in student-teaching. Winter term, repeated in the spring-summer term. 3 hours. Mr. Kruse.

3. **Principles of Teaching.** This course deals with the fundamentals of method in securing the assimilation and functioning of knowledge. Psychology is a prerequisite. Required. Each term. 3 hours. Mr. Martin.

5. **School Management.** A detailed study of the equipment, management and control of schools from the point of view of the teacher. Problems: The status of the teacher; the school plant, classroom management; school sanitation; social center and club work. Required. Each term. 3 hours. Mr. Kruse.

6. **Teaching.** This course consists of actual classroom teaching in the Training School under the direction of the supervisors. Students making a grade above D during the first term may be excused from teaching the second term. All others are required to teach two terms. Five times a week. 4 hours. Training School Supervisors and Mr. Martin.

7. **Educational Sociology.** A study is first made of the aim of education in a democracy like ours. Next are noted the new functions and new adjustments that our schools and its teachers must make because of changed social and industrial conditions. This is followed by an examination of the socializing agencies of the school like play, pupil organization, group activities, social centers and responsibilities of pupils in school management. Required. Fall term, repeated in the spring-summer term. 3 hours. Mr. Kruse.

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Southeast Missouri State College
CAPE GIRARDEAU, MISSOURI



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THE SPRING-SUMMER TERM

The next regular Spring-Summer Term of the Southeast Missouri State College opens Monday, April 25, and closes Friday, August 12, 1921. Particular attention is called to these dates for the reason that they are one week later than those announced in previous bulletins. This term affords students the opportunity of doing a half year of college work. It is especially advantageous to teachers who have completed their school year and desire to do as much college work as possible during the summer.

DIVISIONS OF THE TERM.

For students who cannot attend the entire sixteen weeks Spring-Summer Term there are three divisions: An eight-weeks term begins Monday, April 25, and ends Friday, June 17; a twelve-weeks term begins Monday, May 23, and ends Friday, August 12; and a second eight-weeks term begins Monday, June 20, and ends Friday, August 12. Students can make completed credits in any of these terms. They may schedule for not more than eight semester hours of work in either eight-weeks term and for not more than twelve semester hours in the twelve-weeks term. These shorter terms admirably serve the convenience of teachers in service. Those who teach nine months terms can complete twelve hours of College work if they desire; and those teaching ten months terms can complete eight hours of college work.

COURSES OFFERED.

The Spring-Summer Term is a regular part of the school year. In order to meet the demands of advanced students and of teachers in service during the other portion of the year, the College offers a wide range of courses during this term. The needs of superintendents, principals, high school teachers, departmental teachers and teachers in the intermediate and primary grades are given special consideration. Students who desire to complete the third or fourth year of their college work will find a full list of courses from which to elect. The courses offered during this term are listed below. Additional courses will be offered in any department if there is sufficient demand for them. A full statement of the work done in each course is in the catalog of 1920.

Education.

1. Elementary Psychology—4 times a week, 2 hours, each half of the term. 4. General Psychology—4 times a week, 2 hours, first half of the term. 11. Child Psychology—4 times a week, 2 hours, first half of the term. 105. Psychology of Measurements—4 times a week, 2 hours, second half. 102. Social Psychology—4 times a week, 2 hours, second half. 5. School Management—4 times a week, 2 hours, each half of the term; also a 12 weeks course beginning May 23—4 times a week, 3 hours. 10. Rural Education—4 times a week, 2 hours, first half. 114. Principles of Education—4 times a week, 2 hours, first half. 7. Educational Sociology—4 times a week, 2 hours, second half. 101. History of Education—4 times a week, 2 hours, second half. 17. Juvenile Literature—4 times a week, 2 hours, each half of the term. 13. Primary Course of Study—4 times a week, 2 hours,

first half. 14. Primary Education—4 times a week, 2 hours, first half. 15. Primary Education—4 times a week, 2 hours, second half. 107. Principles of Primary Education—4 times a week, 2 hours, second half. 110. High School Problems—4 times a week, 2 hours, second half. 111. High School Method—4 times a week, 2 hours, second half. 3. Principles of Teaching—4 times a week, 2 hours, second half. 3. Principles of Teaching—16 weeks, 3 times a week, 3 hours. 115. Supervision of Teaching—12 weeks beginning May 23, 4 times a week, 3 hours. Courses in Elementary Education will be offered.

Latin.

2. Latin Writing—4 times a week, 2 hours, repeated second half. 5. The Odes of Horace—4 times a week, 2 hours, repeated second half. 103. The Teaching of High School Latin—4 times a week, 2 hours, second half. High-school courses in Latin will be offered.

Modern Languages.

1a. French—6 times a week, 3 hours, first half. 1b. French—6 times a week, 3 hours, second half. 1a. Spanish—6 times a week, 3 hours, first half. 1b. Spanish—6 times a week, 3 hours, second half. 1b. German—6 times a week, 3 hours, first half. 101. Teachers Course in Modern Languages—16 weeks, 3 times a week, 3 hours. 113. The Drama—French, German, Spanish—and its technique, 16 weeks, 2 times a week, 2 hours.

English.

1. Freshman Composition—6 times a week, 3 hours, repeated second half. Also a 12 weeks course beginning May 23—4 times, 3 hours. 2. Freshman Literature—4 times, 2 hours, repeated second half. 3. American Literature—4 times, 2 hours, repeated second half. 101. The Romantic Movement—4 times, 2 hours, repeated second half. 102. Victorian Poetry—4 times, 2 hours, first half. 106. English Language—4 times, 2 hours, second half. 103. Dramatic Literature—4 times, 2 hours, repeated second half. 6. College Grammar—4 times, 2 hours, repeated second half. III. English Literature—5 times a week, 16 weeks. I. Rhetoric and Literature—5 times a week, 16 weeks.

Public Speaking.

1. Public Speaking—4 times, 2 hours, repeated second half. 2. Vocal Expression. 105. Teachers Problems.

History.

2a. European History. 2b. European History—4 times a week, 2 hours. 3. History of Missouri—4 times a week, 2 hours. 102. Nineteenth Century—4 times a week, 2 hours. 1a. American History—4 times a week, 2 hours. 1b. American History—4 times a week, 2 hours. 104a. Social and Industrial Development of America—4 times a week, 2 hours. 2. American Nationality—12 weeks, beginning May 23, 4 times a week, 3 hours. 9. English History—12 weeks, beginning May 23, 4 times a week, 3 hours. 10. English History—4 times a week, 2 hours. 101. Industrial History of England—4 times a week, 2 hours.

Social Sciences.

101. Elements of Sociology—4 times, 2 hours, repeated second half. 5. Political Economy—4 times a week, 2 hours, first half. 103. Political Economy—4 times, 2 hours, first half. 101. American Government—4 times, 2 hours, first half. Other courses will be offered in Sociology and Political Economy the second half if there is a demand for them.

Mathematics.

1. College Algebra—4 times a week, 2 hours, repeated second half. 8. Analytical Geometry—6 times a week, 3 hours, repeated second half. 102. Differential Calculus—4 times a week, 2 hours. 4. Unified Mathematics—4 times a week, 2 hours, repeated second half. 2. Plane Trigonometry—4 times a week, 2 hours, repeated second half. 6. College Arithmetic—4 times a week, 2 hours, repeated second half. Ib. Elementary Algebra—16 weeks. IIc. Solid Geometry—16 weeks. III. Arithmetic—16 weeks.

Physics.

1. Introductory Physics—4 times a week, 2 hours, repeated second half. 2. Physics—6 times a week, 3 hours, first half. 3. Physics—6 times a week, 3 hours, second half. 106. Physical Measurements—6 times a week, 3 hours, repeated second half.

Chemistry.

2. Chemistry—6 times a week, 3 hours, repeated second half. 3. Chemistry—6 times a week, 3 hours, repeated second half. 105. Chemistry of Foods—4 times a week, 2 hours, repeated second half.

Biology.

3. Nature Study—4 times a week, 2 hours, repeated second half. 5. Seed Plants—4 times a week, 2 hours, repeated second half. 103. Bacteriology—4 times a week, 2 hours, repeated second half. 102. Botany—16 weeks, 3 times a week, 3 hours.

Geography.

1. General Geography—4 times a week, 2 hours, repeated second half. 2. Physiography—4 times a week, 2 hours, repeated second half. 3. The Teaching of Geography—4 times a week, 2 hours, repeated second half. 102. Commercial-Industrial Geography—16 weeks, 3 times a week, 3 hours. 103. Geographic Influences—16 weeks, 3 times a week, 3 hours.

Agriculture.

Courses in Elementary Agriculture will be offered in both half-terms. 6. Stock Judging—6 times a week, 3 hours, repeated second half. 7. Dairying—6 times a week, 3 hours, repeated second half. 9. Poultry—12 weeks, 4 times a week, 3 hours. 3. Farm Crops—6 times a week, 3 hours, first half. 104. Advanced Soils—6 times a week, 3 hours, first half. 111. Methods in Teaching High School Agriculture—6 times a week, 3 hours, first half. 103. Principles of Breeding—6 times a week, 3 hours, second half. 10. Horticulture—6 times a week, 3 hours, second half. 105. Field Crop

Management—6 times a week, 3 hours, second half. 110. Marketing—6 times a week, 3 hours, second half. 106. Farm Shop—6 times a week, 3 hours, first half.

Industrial Arts.

7. Wood Turning—5 times. 2. Woodwork (for women)—5 times. 1. Mechanical Drawing—5 times. 3. Benchwork for Beginners—5 times. 4. Advanced Benchwork—5 times. 101. Architectural Drawing—5 times. All these courses will be repeated second half if called for.

Fine Arts and Manual Arts.

I. High School Drawing and Design—5 times a week, $\frac{1}{2}$ term unit, repeated second half. II. Industrial Art—5 times a week, $\frac{1}{2}$ term unit, repeated second half. 1a. and 1b. Industrial Art—4 times a week, 2 hours, repeated second half. 2. Charcoal Drawing—4 times a week, 2 hours, repeated second half. 5. Applied Design—4 times a week, 2 hours, repeated second half. 13. Pen and Ink Sketching—4 times a week, 2 hours, repeated second half. 102. History of Art—4 times a week, 2 hours, second half.

Home Economics.

102. Dietetics—6 times a week, double periods, 3 hours, first half. 103. Home Nursing—6 times a week, double periods, 3 hours, second half. 1. Selection and Preparation of Foods—3 times a week, 16 weeks, 3 hours. 7. Food Problems—3 times a week, 16 weeks, 3 hours. 9. Applied Design—4 times a week, 2 hours. 2. Elementary Clothing—6 times a week, 3 hours, repeated second half. 101. The Clothing Problem—4 times a week, 2 hours. 109. House Management—4 times a week, 2 hours, second half.

Commerce and Business.

2a. Shorthand—16 weeks, 3 hours, 2b. Shorthand—16 weeks, 3 hours. I. Typewriting—6 times a week, repeated second half. II. Typewriting—16 weeks. Dictation—16 weeks. 3. Elementary Accounting. 5. Advanced Accounting. I. Penmanship.

Public School Music.

1. Public School Music. 103. Music Appreciation. 102. History of Music. 4. Chorus.

Piano and Violin.

First year, second year, third year, fourth year and fifth year piano. Harmony. First, year, second year, third year and fourth year violin.

Voice.

Private lessons in Voice will be offered during the Summer Term.

Library Science.

1. Library Methods. 2. Library Organization.

Physical Education.

FOR MEN—1a. Physical Education. 4. Physical Education. 5a. Theory of Games and Athletics. 5b. Playground. I. Physiology. Varsity Baseball.

FOR WOMEN—1aw. 1bw. Physical Education. 4. Hygiene for Women—4 times a week, 2 hours, repeated second half. 7a. Theory of Games and Gymnastics. Swimming.

CERTIFIED GRADES.

Students may do work for certified grades during either the first or second half of the Spring-Summer Term or throughout the entire term. By this arrangement a student may enter June 20 and work for certified grades during the last eight weeks of the term.

No credit will be certified unless the student remains until the end of the term. No student shall receive an approved grade who has had daily more than four recitations requiring preparation or whose total studies and exercises pursued during the summer term would, if measured in the form of semester hours, amount to more than one hour per week for each week's attendance.

Approved Grades for County Certificates, properly certified, shall be accepted by the State and County Superintendents as follows:

1. ENGLISH: (a) Grammar, completing one unit of grammar and composition; (b) English and American Literature, completing, or in advance of, 2 units of English.

2. MATHEMATICS: Completion of (a) 11-3 units in Algebra; (b) 2-3 of 1 unit in Arithmetic or 1-3 of 1 unit in Arithmetic, preceded by 1 unit of Mathematics.

3. HISTORY: Completion of: (a) 1-3 of 1 unit in Civics, preceded by 1 unit in History; (b) 1 unit in American History, or Ancient History, or Mediaeval and Modern History, or English History.

4. SCIENCE: Completion of: (a) 2-3 of 1 unit in Physiology and Hygiene; (b) 2-3 of 1 unit in Descriptive Industrial and Commercial Geography; (c) 2-3 of 1 unit in Physical Geography; (d) 1 unit in Agriculture, or Biology, or Physics.

5. EDUCATION: Completion of 2-3 of 1 unit in one or more of the following: Elementary Psychology, Principles of Teaching; Methods in Elementary Schools, Methods in Rural Schools, Rural School Management, School Economy, School Administration.

When a student is prepared for college work, he may make an approved grade for a county certificate by taking $2\frac{1}{2}$ hours of work in a subject, provided he has completed one unit of the subject in an approved high school.

Approved Grades for State Certificates, properly certified, shall be accepted by the State Superintendent as follows:

1. ENGLISH: (a) College Rhetoric and Composition, 5 semester hours; (b) English Literature, $2\frac{1}{2}$ semester hours (provided it is taken along with or in advance of $2\frac{1}{2}$ semester hours of other English not taken for an approved grade); (c) History of English Language, $2\frac{1}{2}$ semester hours (provided as in b); (d) History of American and English Literature, $2\frac{1}{2}$ semester hours (provided as in b).

2. **MATHEMATICS:** Completion of: (a) 5 semester hours in Solid Geometry and Plane Trigonometry; (b) $2\frac{1}{2}$ semester hours in College Algebra (provided it is taken along with or in advance of $2\frac{1}{2}$ semester hours of other mathematics not taken for an approved grade); (c) $2\frac{1}{2}$ semester hours of Analytical Geometry; (d) $2\frac{1}{2}$ semester hours in Calculus.

3. **HISTORY:** Completion of 5 semester hours of: (a) Economics; (b) Sociology, (c) Ancient History, (d) European History, (e) English History, (f) American History, (g) Missouri History and Government.

4. **SCIENCE:** Completion of 5 semester hours in Agriculture, Biology or Botany, Chemistry, Physical Geography, Physics or Domestic Science.

5. **ARTS:** Completion of 5 semester hours in Domestic Art, Manual Training, Music or Drawing, Reading and Public Speaking.

6. **EDUCATION:** Completion of 5 semester hours in one or more of the following: Psychology, History of Education, Educational Psychology, Supervision and Administration, Theory and Methods of Teaching, Primary and Kindergarten Teaching.

REQUIREMENTS FOR TEACHING IN APPROVED HIGH SCHOOLS.

Every teacher should have completed at least two years of standard college work above a four-year high-school course.

In third-class high schools the minimum requirement is fixed at five hours of college work for each subject taught.

In second-class high schools the minimum requirements in college hours have been placed as follows: Agriculture, $7\frac{1}{2}$ hours; General Science, $17\frac{1}{2}$ hours in physical and biological sciences with a major of not less than $7\frac{1}{2}$ in one science and not less than 5 hours in each of two others; other sciences $7\frac{1}{2}$ hours each; English, 10 hours; History, 10 hours; German, 10 hours; French, 10 hours; Spanish, 10 hours; Latin, 10 hours, provided this is preceded by three units of high-school Latin; Mathematics, $7\frac{1}{2}$ hours; Sociology, $7\frac{1}{2}$ hours; Economics, $7\frac{1}{2}$ hours; Household Arts, 15 hours; Manual Training, 15 hours; Bookkeeping, $7\frac{1}{2}$ hours; Stenography, $7\frac{1}{2}$ hours; Type-writing, 5 hours; Commercial Geography, $2\frac{1}{2}$ hours; Commercial Law, $2\frac{1}{2}$ hours; Physical Culture, 15 hours.

LECTURES AND ENTERTAINMENTS.

During the Spring-Summer Term a number of special features will be included in the advantages which this term affords to students. These include a series of lectures on topics that are both vital and interesting, a number of entertainments similar to those that have been offered in previous summer terms, and other features which are attractive. Negotiations are now under way to bring Mr. and Mrs. Coburn for a series of plays during the summer. It is probable, though not certain, that they will be here. It is also highly probable that students will have the opportunity of attending a chautauqua series of entertainments as they did last summer.

REQUIREMENTS FOR TEACHERS OF VOCATIONAL SUBJECTS.

Students desiring to qualify as teachers of vocational agriculture and vocational home economics according to the provisions of the Smith-Hughes Act will have ample opportunity to do so. During the Spring-Summer Term a large number of courses in both Agriculture and Home Economics will be offered expressly to meet the needs of teachers who desire to qualify under the Smith-Hughes Act. Teachers qualified in these subjects are in demand and can command salaries ranging from \$900 to \$2,400 and up.

THE OUTLOOK FOR TEACHING AS A PROFESSION.

The outlook for teachers and for the advancement of the teaching profession was never brighter than at the present time. Never before have our people generally so well understood the value of public education. Public sentiment is rapidly growing throughout the state and the nation in favor of increasing teachers' salaries and putting the work of public education on a substantial basis. Salaries in Missouri have measurably increased in this school year. The demand for well qualified teachers is much greater than the supply. Young men and women who are genuinely attracted by the profession of teaching may prepare themselves for this field with full confidence in the future outlook for the profession.

CREDENTIALS.

Students entering for the first time should send in advance or bring with them a certified copy of high school or other credits. The College will furnish to students who write for it a blank form for certifying these credits.

EXPENSES.

The fees for sixteen weeks or twelve weeks are \$12.50; for eight weeks, \$8.00. The text-book fee is \$2.00. This is the net charge on a deposit of \$5.00 which is required of all students on entering. Board and room in either Leming or Albert Hall is \$6.25 a week; in private homes it ranges from \$6.00 to \$7.00 a week. The price of board in the dormitories and in private homes will probably be reduced at the beginning of the Spring-Summer Term.

CALENDAR.

March 10, 11 and 12, Southeast Missouri Basketball Tournament; April 16, Reception to Seniors; April 17, Baccalaureate Sermon; April 18, Oliver Prize Contests; April 20, Medal Contests, and Alumni Reception; April 21, Class Day; April 22, Commencement Day; April 25, Regular Spring-Summer Term begins; May 6 and 7, High School Meet; May 23, Twelve-weeks Term begins; June 20, Second Eight-weeks Term begins; August 12, Summer Term ends.

For Catalog or further information address

THE SOUTHEAST MISSOURI STATE COLLEGE

Cape Girardeau, Missouri.

9. **Rural Sociology.** The primary object of the course is to give the student a background for the course in Rural Education. It aims to introduce the student to the social problems of country life in America. The following topics are studied: Present rural social conditions; the fundamental farm problems; solution of the farm problems; possibilities and realizations of country-life institutions and organization; material, means and instruments of rural socialization. All candidates for the diploma who intend to teach in rural schools should elect this course. Fall term. 3 hours. Mr. Kruse.

10. **Rural Education.** This course is a continuation of the course in Rural Sociology. It may, however, be taken independently. It deals with the rural school as the chief agency of rural socialization and rural upbuilding. The topics studied are: Fundamental needs of rural education; the rural school as a community center; re-direction of the country school curriculum; organization of rural education; consolidation; local leadership of the country teacher. All candidates for the diploma who intend to teach in rural schools should elect this course. Spring term. 3 hours. Mr. Kruse.

11. **Child Psychology.** A study of the Physiology and the Psychology of Childhood, with reference to the pedagogical principles involved; specific methods used in Child Study; the effect of Child Study on methods of instruction, school management, and other subjects of practical Pedagogy. This course is concerned with the nature, health, growth, and development of the child. Prerequisite, Psychology 1. Winter term, repeated in the spring-summer term. 3 hours. Mr. Benson.

13. **Primary Course of Study.** This course deals with the subjects taught in the first three grades of the elementary school. It makes an extensive study of subject matter, method and devices for work in these grades, with occasional observations of teaching in the Training School. It is designed for students in their first years of teaching and should be taken preliminary to or parallel with teaching in the primary grades. 3 hours. Miss Barton.

14. **Teaching of Reading and Language in the Primary Grades.** This course is an intensive study of principles underlying the selec-

tion of subject matter and special method in primary reading, primary language and related subjects. It includes a comparative study of various courses of study and typical methods in the teaching of those subjects. Prerequisite. Psychology. 3 hours. Miss Barton.

15. Social and Industrial History, Nature Study and Arithmetic in the Primary Grades This course is a study of principles underlying the subject matter and methods in these subjects and of typical courses of study. Prerequisites, Psychology 1. 3 hours. Miss Barton.

17. Juvenile Literature. This course develops the literary principles underlying child literature, affords some creative work in utilizing these principles, includes extensive reading and the arrangement of lists of stories for grades, devotes time to practice in story telling and the various applications of the story. Winter term, repeated in the spring-summer term. 3 hours. Miss Barton.

18. Problems in Intermediate-Grade Education. A laboratory course dealing with the factors underlying education in the intermediate grades. The work is based on a careful study of the intermediate-grade child. The course includes supervised observation of and experimentation with children, also much practical work in the selection, adaptation and presentation of subject matter for these grades. May be taken by sophomores who have had Psychology 1 and who have had some experience in teaching. Open to juniors and seniors. Elective. Spring-summer term. 3 hours. Miss Schnieb.

SENIOR-COLLEGE COURSES.

101. Outlines of Psychology. This is an introduction to the subject of Psychology, consisting of recitations, reports, laboratory exercises and demonstrations by the instructor. Elective. Each term. 4 hours. Mr. Benson.

102. History of Education. This course aims to give an account of the educational institutions and practices from the day of primitive man to the present. Its chief purpose is to give the student an understanding of current educational practices and

problems by tracing the main steps in the evolution of modern education. Students are advised to complete the courses in Ancient and European History before electing this course. Elective. Fall term. 3 hours. Mr. Kruse.

103. *Child Psychology.* A study of the adolescent as to health, growth, mental and moral development of youth in relation to the various problems of secondary education. Elective. Prerequisites, courses 1, 11. Winter term. Mr. Benson.

104. *History of Modern Elementary Education.* A detailed study of the history of the practices and tendencies of the elementary schools from the time of the Reformation to the present time. The emphasis is placed on the contributions of Rousseau, Pestalozzi, Herbart and Froebel to elementary education in the United States. Students are advised to complete the courses in the history of Europe before electing this course. Elective. Winter term. 3 hours. Mr. Kruse.

105. *Educational Measurements.* This course deals with the study and use of the standard tests as a means of measuring results in teaching. It includes a series of reports upon the literature of this field and the results of tests made in connection with class work. Elective. Winter term, repeated in the spring-summer term. 3 hours. Mr. Martin.

106. *Method in Kindergarten-Primary Teaching.* This course furnishes a practical means of unifying the work of the kindergarten and primary grades. It deals with methods relating directly to the instincts, impulses, interests, motives, habits and attitudes of children in the kindergarten and primary grades. 3 hours. Mrs. Ealy and Miss Barton.

107. *Principles of Primary Education.* This is a course for primary teachers dealing with the essential factors of primary education. It seeks to present facts concerning the physical and mental life of the primary child, and the significance of these facts to the primary teacher; and to enable the teacher to apply the psychological principles underlying child development in working out the problems of subject matter, program and method. Prerequisites, Psychology 1, Primary Education, 13, 14. Spring-summer term. 3 hours. Miss Barton.

109. **Folklore.** A course which offers opportunity for examining those systems of belief and conduct which had their beginning in prehistoric and primitive culture and have survived in modern civilization. The origin, diffusion and interpretation of folk-tales; the myths, folk-epic, folk-plays, and children's games of the ancient Greeks and Romans and the people of northern Europe are studied. Material suitable for use in the elementary grades is selected and arranged for appropriate grades. Winter term. 3 hours. Miss Barton.

110. **High-School Problems.** This course deals with such practical topics as organization of courses, securing effective study at school and at home, discipline of the adolescent, getting and retaining the interest of freshmen, debates and other literary contests. Data secured in the actual teaching of high-school classes are used. Open only to juniors and seniors. Spring-summer term. 3 hours. Miss Shea.

111. **High-School Methods.** This course is a continuation of 110, but may be taken separately. Organization of courses in the different high-school subjects, and methods of teaching these subjects. Attention is given also to public speaking, dramatization, and use of magazines for various purposes. Open only to juniors and seniors. Spring-summer term. 3 hours. Miss Shea.

113. **School Administration.** This course is intended primarily for students who intend to become principals, superintendents, or teachers of Education in high schools. The first term's work consists of a comparative study of the state school systems of the United States. The last term is devoted to a systematic study of the problems in the organization and administration of schools. Open only to juniors and seniors. Required in the curriculum for teacher-training. Repeated in alternate spring-summer terms. 3 hours. Mr. Martin.

114. **Principles of Education.** An advanced course in the underlying principles of public education. This course deals with the aims, value and content of education as an agency of social progress. The emphasis is placed on the critical analysis and the content of the curriculum. Prerequisites, Principles of Teaching and Educational Sociology. Winter term. 3 hours. Mr. Kruse.

115. **Supervision of Teaching.** This course is intended primarily for students who intend to become principals, superintendents, or teachers of Education in high schools. It deals with the measurement of efficiency in teachers, means of improving teaching efficiency, organization of teaching material, and similar problems. Open only to juniors and seniors. Required for completion of the three-year curriculum in teacher-training. Repeated in alternate spring-summer terms, beginning in 1917. 3 hours. Mr. Martin.

117. **Educational Psychology.** The purpose of this course is to present those topics in Psychology which have special significance for the work of Education. Some attention will be given to the study of adolescence and the psychology of high-school subjects. Open only to juniors and seniors. Spring term, repeated in the spring-summer term. Prerequisites, Courses 1 and 11. 3 hours. Mr. Benson.

118. **Teaching in the Training School.** This course is organized to enable students, who have the necessary mastery of educational theory and the skill in teaching, to perfect their technique to a very high level of efficiency and to set up and work out special problems in teaching. It is open only to those who have won distinction in their teaching as junior-college students or unusual recognition as teachers in the public schools and who are recommended for the course by the Faculty of the Training School. Prerequisite, 3 years of college work or an equivalent. 3 hours. The Training School Supervisors, assisted by the Director, with the co-operation of other members of the College Faculty.

PHILOSOPHY.

SENIOR-COLLEGE COURSES.

102. **Social Psychology.** A study of the functional aspects of human association as it has evolved in the process of socialization. 3 hours. Mr. Benson.

103. **Experimental Psychology.** This course is intended for students specializing in educational subjects and for students who are candidates for the Bachelor's degree. Hours and credit to be arranged with the instructor. Mr. Benson.

105. **Logic.** This course consists of two parts—an elementary, dealing with the usual topics, inference, deductive and inductive

reasoning, use of hypotheses, logical basis of method, etc.; and an advanced part dealing with modern logical theory. 3 hours. Mr. Benson.

106. **History of Philosophy.** The aim of this course is to cover in an elementary way the main phases of the subject. In the portion of the course dealing with modern philosophy, considerable attention is devoted to the chief tendencies of contemporary thought. 2 hours. Mr. Benson.

107. **Ethics.** This course includes a study of recent ethical theory. The practical bearing of ethical studies on Education is kept constantly in view. 3 hours. Mr. Benson.

College courses in the teaching of various subjects are given in other departments as follows:

The Teaching of High-School Latin. The Department of Classical Languages, Course 102.

Teachers Course. Department of Modern Languages, Course 106.

English Grammar. Department of English, Course 6.

Teachers Problems. Department of Public Speaking, Course 105.

College Arithmetic. Department of Mathematics, Course 5.

The Teaching of Geography. Department of Geography, Course 3.

Theory of Gymnastics and Athletics. Department of Physical Education, Course 101.

Teaching of Nature Study. Department of Biology, Course 3.

The Playground. Department of Physical Education, Course 102.

Theory of Teaching Physical Education. Department of Physical Education, Course 107.

THE TRAINING SCHOOL.

President Dearmont.

Mr. Martin, Director.

Miss Shea, Principal and Supervisor in the Senior High School.

† Miss Knehans, Supervisor in the Junior High School.

Miss Schnieb, Supervisor in the Intermediate Grades.

Miss Barton, Supervisor in the Primary Grades.

‡ Mrs. Ealy, Director of the Kindergarten.

Miss Pearce, Instructor in the High School.

Miss Connelly, Instructor in the High School.

Mrs. Van Meter, Instructor in the Intermediate Grades.

* Miss Smith, Instructor in the Primary Grades.

PURPOSE AND ORGANIZATION.

The Training School includes the State-College Elementary School and the State-College High School. It serves a three-fold purpose: 1, To conduct an elementary and a high school according to the principles known to be sound through the experiences and research of leading educators; 2, to enable students to observe scientific methods of teaching; and 3, to enable students to put into practice the principles of teaching which they have derived. To accomplish this three-fold aim the greatest care is given to the individual interest of both pupils and students. The principle is maintained that whatever promotes the well-being of the child best serves the student in his search for truth. The student teacher has full charge of the class assigned to him. He is required to make an outline or plan of his work that he may learn to organize his subject matter and present it to the best advantage. The plan is shortened as the power of the student to do independent work increases. The teaching is supplemented by systematic observation, by frequent individual conferences with the supervisor, and by general conferences in which matters pertaining to the department or some general problem of method or administration is discussed. The course of study is made as continuous as possible through kindergarten, primary, intermediate, junior high-school, and senior high-school grades.

The general organization of the Training School resembles that of public elementary and high schools. The Elementary School is organized into seven grades, from the kindergarten to the sixth

* On leave of absence.

‡ On leave of absence for the winter term.

† On leave of absence for the fall term.

grade inclusive. The High School consists of a junior division, including the seventh, eighth and ninth grades and a senior division, including the tenth, eleventh and twelfth grades. The High School has been designated a Teacher-Training High School, without state aid, by the State Department of Education. The work required for the teacher-training certificate is done according to the conditions prescribed by the State Department.

THE DEPARTMENT OF CLASSICAL LANGUAGES.

Mr. Dunn.

LATIN.

JUNIOR COLLEGE COURSES.

1. **Third-Year Latin, Cicero's Orations.** Six or seven of the orations of Cicero are read and usually about 700 lines of the *Metamorphoses* of Ovid. Sallust's *Catiline* may be read in place of the Ovid. Prose composition one hour a week. Sight reading. Assigned readings. Freshman year. 3 hours.

2. **Latin Writing.** Designed to accompany 1, based mainly upon Cicero's *Orations*. Two terms. 1 hour.

3. **Fourth-Year Latin, Vergil.** Six books of Vergil's *Aeneid* are read. In place of one book of the *Aeneid*, the *Eclogues* may be substituted. Sight reading. Assigned readings. Latin Versification, especially Dactylic Hexameter. Freshman year. 3 hours.

5. **Livy and Horace.** The Twenty-First Book of Livy, and the Odes of Horace. In place of the Livy and Cicero indicated, the *Agricola* and the *Germania* of Tacitus may be substituted. Latin Literature. Sight reading. Assigned readings. 3 hours.

6. **Latin Writing.** Designed to accompany 3, based mainly upon Livy and Cicero's *De Senectute*. This course is especially valuable for those who expect to teach Latin. 1 hour.

7. **Horace and Tacitus.** The *Satires* of Horace and the *Annals* of Tacitus. Substitutions of equivalents may be made to meet special demands. Assigned readings. 3 hours.

9. **Roman Life and Customs.** A course based upon Mau-Kelsey's *Pompeii*, Johnston's *Private Life of the Romans*, and

Becker's Gallus, and requiring a very extensive use of the various volumes available in the Library. This course is of great value to those teachers who wish to make their work in Latin especially interesting and profitable, even in the earlier years. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Plautus and Terence.** One play of Plautus is read and one of Terence; the *Captivi* of Plautus and the *Andria* of Terence. Plautus is studied during the first term and Terence during the second term. 3 hours.

102. **The Fine Arts Among the Romans.** A brief survey of the architecture, painting and sculpture of the Romans, based upon portions of Von Mach's *History of Sculpture*, Hamlin's *History of Architecture*, and Goodyear's *Roman and Mediaeval Art*, with a very large use of the material available in the Library. This course will be of great value to prospective teachers of Latin. 1 hour.

103. **The Teaching of High-School Latin.** The purpose of this course is to prepare Latin teachers who can make the subject both interesting and profitable to their students. The general plan calls for regular observation work, reports and conferences. The various manuals for beginners are examined and discussed and in the author courses the entire bibliography of the author is studied carefully. Special attention is given to the methods of teaching Latin followed both in this country and in Europe, and the pamphlets and books which belong to the pedagogy of the subject are used constantly. Twice a week. 1 hour.

105. **The Roman Elegiac Poets.** Selections from the poets, Tibullus, Propertius and Ovid, are read with special attention to the elegiac distich. Attention is paid to the minor elegists of the Augustan Age. 3 hours.

106. **The History of Latin Literature.** This course treats of the writings of Latin authors from the beginning of Latin Literature with Livius Andronicus to the close of the Empire. Extracts from the writers are read and the changes that took place from time to time are discussed. Special attention is given to the more important men, such as Lucretius, Cicero, Caesar, Vergil, Ovid, Catullus, Martial and Seneca. 3 hours.

107. **The Epigrams of Martial.** Selected Epigrams are read and special attention is given to meters used by Martial, especially

iambic trimeter and dimeter, choliambic and hendecasyllabic verse, the hexameter. 2 hours.

109. **Roman Philosophy.** The *De Rerum Natura* of Lucretius is the basis of this course. Must be preceded by 1, 2, 3, 5 and 9. Open only to juniors and seniors. 3 hours.

GREEK.

JUNIOR-COLLEGE COURSES.

1. **First-Year Greek.** The year is given to a thorough drill in forms and the simpler constructions. During the second term some connected Greek is read, as an introduction to the work of the second year. 3 hours.

2. **Xenophon and Lysias.** The four books of the *Anabasis* of Xenophon are read, also selected orations of Lysias. Sight reading. Assigned readings. Prose compositions. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Homer, Herodotus and Demosthenes.** Four books of the *Iliad* of Homer, one book of the *Histories* of Herodotus, and one or two of the orations of Demosthenes are read. Greek Versification, especially dactylic hexameter. Prose Composition. Greek Literature. 3 hours.

102. **Thucydides, Aeschylus and Sophocles.** Book VII of the *Histories* of Thucydides is read, also the *Prometheus Bound* of Aeschylus and the *Aedipus Tyrannus* of Sophocles. Greek meters. 3 hours.

103 **Greek Life and Customs and the Fine Arts Among the Greeks.** A course based upon Gulick's *Life of the Ancient Greeks*, Tucker's *Life in Ancient Athens*, and Von Mach's *Greek Sculpture*, and requiring very large use of the volumes available in the Library. 1 hour.

THE DEPARTMENT OF MODERN LANGUAGES.

Mr. Saverio.

FRENCH.

JUNIOR-COLLEGE COURSES.

1. **Beginning French.** Careful pronunciation; fluency in reading; study of elementary grammar; drill in conversation. No credit will be given if only the first term of the course is completed. Students who leave college after the first term may complete the work of the second term by correspondence. Otherwise an examination will be required covering the work of the first term before the work can be completed. 3 hours.

2. **Intermediate French.** Grammar and syntax; reading and conversation; elements of composition. Prerequisite, French 1 or its equivalent. Two terms. 3 hours.

3. **Advanced French.** Composition and conversation; classroom as well as outside reading. May be taken by senior-college students. Prerequisite, French 2. Two terms. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Teachers Course.** The first term deals with phonetics and the second with the methods of teaching modern languages. This course is intended especially for seniors who intend to teach modern languages. It is open to all students, however, with a prerequisite of one year of a modern language. It can not be counted as a modern language requirement for a degree or diploma unless the student majors in modern languages. 3 hours.

111. **Brief History of French Literature to the End of the Nineteenth Century.** Lectures; study of representative and illustrative selections of the literature of the various periods. Prerequisite, French 2 or the equivalent. Required of students majoring in modern languages. Two terms. 3 hours.

112. **Classic French Literature of the Seventeenth Century.** A study of the most representative work of Corneille, Moliere and Racine. The French theatre. Themes. Prerequisite, French 3 and 102 or their equivalent. Two terms. 3 hours.

GERMAN.

JUNIOR-COLLEGE COURSES.

1. **Beginning German.** Careful pronunciation; fluency in reading; drill in conversation; study of elementary grammar. No credit will be given if only the first term of the course is completed. Students who leave college after the first term may complete the work of the second term by correspondence. Otherwise an examination will be required covering the work of the first term before the work can be completed. 3 hours.

2. **Intermediate German.** Grammar and syntax; reading and conversation; dictation; elements of composition. Prerequisite, German 1 or the equivalent. Two terms. 3 hours.

3. **Advanced German.** Compositions and conversation. Classroom as well as outside reading. Open to senior-college students. Prerequisite, German 2 or the equivalent. Two terms. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Teachers' Course.** For description and prerequisite see French 101. 3 hours.

111. **German Drama of the Nineteenth Century.** Prerequisite, German 3 or the equivalent. Two terms. 3 hours.

SPANISH.

JUNIOR-COLLEGE COURSES.

1. **Beginning Spanish.** Careful pronunciation; fluency in reading; drill in conversation; study of elementary grammar. No credit will be given if only the first term of the course is completed. Students who leave college after the first term may complete the second term by correspondence. Otherwise an examination will be required covering the work of the first term before the work can be completed. 3 hours.

2. **Intermediate Spanish.** Grammar and syntax; reading and conversation; diction; elements of composition. Prerequisite, Spanish 1 or the equivalent. Two terms. 3 hours.

3. **Advanced Spanish.** Composition and conversation; classroom as well as outside reading. Open to senior-college students. Prerequisite, Spanish 2 or the equivalent. Two terms. 3 hours.

4. **Commercial Spanish.** A beginner's course especially arranged for students who are interested in Spanish for commercial reasons. Open to all students. This course does not count toward a degree with Spanish 1. Two terms. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Teachers Course.** For description and prerequisites see French 101. 3 hours.

111. **History of Spanish Literature.** Lectures. For further description and prerequisite see French 111. 3 hours.

112. **The Seventeenth Century Drama.** Lope de Vega, Calderon and their contemporaries. The Spanish theatre. Prerequisite, Spanish 3 and 111 or their equivalent. Two terms. 3 hours.

THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE.

Mr. Riggs.
Mr. Vaughan.
Mr. Dunn.
Mrs. Roberts.

SUB-COLLEGE COURSES.

I. **Rhetoric and Literature.** This course corresponds approximately with first year English in high schools, as outlined in the State Course of Study. It includes composition planning and writing, drill in grammar, and the study of selected literature. Required for the teacher-training certificate. Two terms. 1 term unit. Mr. Riggs.

II. **Method in Grammar.** This course is intended to give, not simply a review, but an advanced knowledge of the grammatical forms of words, and of the structure of the English sentence. Required for the teacher-training certificate. Spring-summer term. 1 term unit. Mr. Vaughan.

III. **English Literature.** This course includes a general survey from Chaucer to the present time. The following selections, or their equivalents, are used for class study: Chaucer's Prologue, Macbeth, Palgrave's Golden Treasury, Sir Roger de Coverly Pa-

pers, Carlyle's Essay on Burns, Macaulay's Johnson, Silas Marner, The Princess. Assigned readings and compositions are required throughout the year. Required for the teacher-training certificate. 1 term unit. Mr. Riggs.

IV. Oral English and American Literature. This course is offered by the Public-Speaking Department. 1 term unit.

JUNIOR-COLLEGE COURSES.

1. Freshman Composition. Study and practice in English composition, designed to establish the first-year college student in habits of careful writing and speaking and to equip him with the fundamentals of rhetorical theory. The course should precede all other college courses in English or Public Speaking. Required. 3 hours. Mr. Riggs, Mr. Vaughan and Mr. Dunn.

3. American Literature. A general survey of American Literature, including the relation of our literature to our national development and to English literature. Representative selections are studied. One term, 3a, is devoted to prose literature and the other, 3b, to poetry. 3 hours. Mr. Riggs.

5. English Literature. A survey of the development of English literature from the period of Shakespeare to the present. The chief historical events, the literary ideals, the social and economic conditions of each age are considered in their relation to the forms of literature. Lectures, some intensive study, and reports. Two terms. 3 hours. Mr. Vaughan.

6. English Grammar. An advanced course in grammar presupposing a fairly good knowledge of the subject. Stress is laid on the problems with which teachers have to deal; consideration is given to available textbooks. 3 hours. Mrs. Roberts.

7. Advanced Composition. This course is for students who desire special work in the writing of English. Stress is laid on good form. Themes and reports are required. 3 hours. Mr. Dunn.

9. Business Writing. A course in advanced composition consisting largely of exercises in the writing of letters, reports and other business paper. Prerequisite, Freshman Composition. Required of all students in Commerce and Business. 3 hours. Mr. Vaughan.

SENIOR-COLLEGE COURSES.

101. **The Romantic Movement.** The history of the Romantic movement in literature, its characteristics and its influences are studied. The poetry of Goldsmith, Burns, Gray, Wordsworth, Coleridge Byron, Shelley and Keats receives careful attention. 3 hours. Mr. Dunn.

103. **Comedy.** Three plays of Shakespeare are studied intensively. The collateral reading is drawn from classical and Elizabethan and recent comedy. Open to sophomores who are specializing in English. 3 hours. Mr. Vaughan.

104. **Tragedy.** A companion course to Course 103 and similar to it in plan. The two courses may be taken separately but all students who expect to teach in high-school English will need both. 3 hours. Mr. Vaughan.

105. **English Essayists.** A critical study of the leading essayists who have written in English. The development of the essay is traced and the interaction between each writer and his time is studied. 3 hours. Mr. Vaughan.

106. **English Language.** This course is intended to give the student an understanding of the origin and development of the English language, including growth of the vocabulary, origin of present grammatical forms, changes in meaning, and the relation of spelling and pronunciation. The stress is on Modern English—its structure and use—rather than on Old English. 3 hours. Mr. Riggs.

THE DEPARTMENT OF PUBLIC SPEAKING.

Mr. Vaughan.
Miss Loughlin.

SUB-COLLEGE COURSES.

IV. Oral English and American Literature. Reading, oral composition and American literature are combined in this year's work. It is an introductory course in vocal expression, employing as exercises selections taken from American literature. There is also a survey of the history of American literature, accompanied by

much supplemental reading. English is a prerequisite. 1 term unit. Miss Loughlin.

JUNIOR-COLLEGE COURSES.

1. **Public Speaking.** One term's work for those students who cannot take Vocal Expression 2. The class is limited in size so that it is possible for each student to receive a maximum of attention from the instructor. Exercises are assigned largely according to the needs of the individual student. Five times a week. 3 hours.

2. **Vocal Expression.** The standard course of college grade for students who desire training in interpretative reading. In plan it seeks, first, to enhance appreciation of the various forms of literature; secondly, to develop expressive power in voice and body; and, thirdly, to secure by practice freedom, ease and control in vocal expression. In addition to the three hours each week which are devoted to study of general principles in regular recitation, two hours are devoted to laboratory practice. Each student receives individual attention from the instructor. Five times a week. 3 hours. Miss Loughlin.

3. **Extempore Speaking.** The basic course of college grade for students who seek training in the oral expression of their own ideas. Drill in the collecting and organizing of speech material and in the adapting of this material to various types of audience, is accompanied by study of the principles of oratorical composition and delivery. Drill in parliamentary procedure. Frequent conferences. 3 hours. Mr. Vaughan or Miss Loughlin.

5. **Argumentation and Debating.** This is primarily a course in English composition in which general principles are studied and the students prepare briefs, forensics, and other argumentative exercises representing practice in analysis and handling of evidence. One recitation a week is devoted to practice in debating. 3 hours. Mr. Vaughan.

6. **Story Telling.** One term's work for those interested in story telling in the grades and in high school. Consideration of texts available and material suitable especially to the intermediate and upper grades. Attention is given to the problems concerned in developing the power to tell stories successfully. Winter term, repeated in the spring-summer term. 3 hours. Miss Loughlin.

SENIOR-COLLEGE COURSES.

101. **Advanced Public Speaking.** A term's work for mature students who have completed Freshman Composition 1, and Freshman Literature 2, or the equivalent. There is training in the composition and the delivery of formal and informal speeches. The work includes some text-book study and lectures on general principles, study of models and numerous written and oral exercises. Some attention is given to the history of English and American oratory. Conferences with the instructor. 3 hours. Mr. Vaughan.

102. **Oral Interpretation.** A study and presentation of lyric, narrative and expository literature. Fall term. 3 hours. Miss Loughlin.

103. **Dramatic Interpretation.** A continuation of course 102. Study and presentation of monologue and drama and the coaching of plays. Members of the senior class who have been cast for parts in the senior play are expected to schedule for this course unless other arrangement is made with the instructor of the play. Spring-summer term. 3 hours. Miss Loughlin.

105. **Teachers Problems.** The planning of courses of study and special school programs. The selection of material. Consideration of the problems of voice and speech. Spring-summer term. 3 hours. Miss Loughlin.

106. **Advanced Debating.** Candidates for the inter-collegiate debating teams who pass the preliminary trials are expected to arrange their programs to include this course. It will consist in part of an exhaustive study of the proposition to be debated in the league debates. 3 hours. Mr. Vaughan, assisted by other members of the Faculty.

THE DEPARTMENT OF HISTORY.

Miss Johnson.
Mr. Douglass.
Mr. Doherty.

AMERICAN HISTORY,

JUNIOR-COLLEGE COURSES.

1a. **American History.** A general course covering the period of 1829. Either American History 1a and 1b or European History

2a and 2b are required of all students beginning college work in history. 3 hours. Mr. Doherty.

1b. **American History.** A general course from 1829 to the present. 3 hours. Mr. Doherty.

2. **Development of American Nationality.** This course gives special attention to the forces and influences that have brought solidarity to the people of the United States during the period from 1789 to 1918. It is not a substitute for Course 1, but those who elect Course 1 are advised to omit Course 2. Winter term. 3 hours. Mr. Doherty.

3. **History of Missouri.** This course covers the history of the state from the earliest explorations, but special stress is laid on the period from 1803. Elective. 3 hours. Mr. Douglass.

SENIOR-CLASS COURSES.

102. **America and the War.** An examination of the causes and extent of American participation in the World War. Fall term, repeated in the spring-summer term. 3 hours. Mr. Douglass.

104. **Industrial and Social Development of America.** 3 hours. Mr. Doherty.

EUROPEAN HISTORY.

JUNIOR-COLLEGE COURSES.

2a. **European History.** The period from 800 to 1648. Either American History 1a and 1b or European History 2a and 2b are required of all students beginning college work in History. 3 hours. Miss Johnson and Mr. Douglass.

2b. **European History.** From 1648 to the present time. 3 hours. Miss Johnson and Mr. Douglass.

3. **Greek History.** A general course in the political development of life of the Greeks to 146 B. C. Elective. 3 hours. Mr. Douglass.

5. **The Roman Republic.** Stress is laid on the political and economic development of the Romans to the period 31 B. C. Elective. 3 hours. Mr. Douglass.

6. **The Roman Empire.** The founding of the Empire and the history of Europe to 800 A. D. Elective. 3 hours. Mr. Douglass.

7. **Renaissance and Reformation, 1300 to 1648.** Elective. Winter term. 3 hours. Miss Johnson.

9. **Early England.** Elective. Fall term. 3 hours. Miss Johnson.

10. **Modern England.** Continuation of course 9. Especial attention is given to the development of the English Constitution. Elective. Winter term. 3 hours. Miss Johnson.

11. **Current History.** Elective. Fall term. 2 hours. Miss Johnson.

SENIOR-COLLEGE COURSES.

101. **Industrial and Social History of England.** Prerequisites, Courses 9 and 10 or their equivalent. Elective. 3 hours. Miss Johnson.

102. **The Nineteenth Century and Afterwards.** This course covers the period from 1789 to the present. Elective. 3 hours. Mr. Douglass.

103. **The English Government.** 3 hours. Miss Johnson.

105. **Greek Life.** A reading and lecture course on the home life of the Greeks, their occupation art literature and philosophy. 3 hours. Mr. Douglass.

106. **The French Revolution.** A study of the Revolutionary and Napoleonic Periods in France and throughout Europe. Fall term. repeated in spring-summer term. 3 hours. Mr. Douglass.

107. **Commerce and Industry in Medieval Europe.** Spring-summer term, alternating with course 108. 3 hours. Miss Johnson.

108. **Mediaeval Life.** Given in alternate spring-summer terms with Course 107. 3 hours. Miss Johnson.

THE DEPARTMENT OF SOCIAL SCIENCES.

Mr. Thompson.

SOCIOLOGY.**SENIOR-COLLEGE COURSES.**

101. **Elements of Sociology.** An introductory study of society. It deals with the structural and functional characteristics of social groups in the unity of their relations. The course is primarily for senior-college students, but it may be taken by sophomores who have had courses in History, Political Science and Economics. Two terms. 3 hours.

109. **Social Progress.** An interpretive study of the nature and progressive character of human values. Prerequisite, three years of college work or an equivalent. Spring-summer term. 3 hours.

POLITICAL ECONOMY.**JUNIOR-COLLEGE COURSES.**

5. **Political Economy.** An introductory course intended to acquaint the student with the fundamentals of our industrial life. Lectures and textbook. Not given in the spring-summer term. Two terms. 3 hours.

SENIOR-COLLEGE COURSES.

103. **Principles of Political Economy.** A more advanced course in the principles of economy for students who have not had course 5. Lectures, textbook and reports. Two terms, repeated in the spring-summer term. 3 hours.

105. **History of Commerce and Industry.** The aim of this course is to bring out the history of great movements leading to the growth of commerce and the industrial life of nations. Required of students majoring in Commerce and Business. 3 hours.

POLITICAL SCIENCE.

SENIOR-COLLEGE COURSES.

101. *American Government.* This course includes a study of the structure and evolution of both state and national governments. Lectures, discussions, readings and reports. Prerequisite, six hours of History. Winter term, repeated in the spring-summer term. 3 hours.

102. *Comparative Government.* This course undertakes a comparative study of some of the leading governments of the world and presupposes a familiarity with the government of the United States. Lectures and discussions. Special reports in some related field are submitted by each student. Prerequisite, Course 1 or its equivalent. Winter term, repeated in alternate spring-summer terms. 3 hours.

THE DEPARTMENT OF MATHEMATICS.

Mr. Johnson.
Miss Knepper.
Mr. Payne.

SUB-COLLEGE COURSES.

I. *Elementary Algebra.* The idea of the equation as an instrument of mathematical investigation is early introduced and constantly emphasized throughout the course. The work of the second term includes quadratic equations and applications. Required for the teacher-training certificate. 1 term unit.

II. *Plane and Solid Geometry.* This subject is presented as a method of reasoning rather than as an acquirement of geometric facts. With this in view, special emphasis is given to original demonstrations. Some attention is given to the history of the development of the subject. Required for the teacher-training certificate. Three terms. 1 term unit.

III. *Method in Advanced Arithmetic.* Required for the teacher-training certificate. 1 term unit.

JUNIOR-COLLEGE COURSES.

1. **College Algebra.** This course includes selected topics from Wilczinski and Slaughter's College Algebra. Two terms. 3 hours.

2. **Plane Trigonometry.** The work in Trigonometry may be considerably condensed by omitting many of the fancy exercises of the ordinary text and giving time to the practical application of the subject. This course is based on Wilczinski's Trigonometry and includes field work with transit and level. 3 hours.

3. **Surveying.** Field work with transit and level to qualify students specializing in agriculture for making farm surveys, terracing and tile drainage. 3 hours.

4. **Unified Mathematics.** An introductory course for students who do not desire an intensive treatment of College Algebra and Trigonometry. 3 hours.

5. **Spherical Trigonometry.** The work is supplemented by applications to geography and astronomy. 3 hours.

6. **College Arithmetic.** This course is offered for teachers preparing for departmental work. The fundamental processes and applications are recast. The subject is illuminated by the use of logarithms; the equation; a thorough study of the Arabic Notation as the basis for all units of measure; the application of graphs to statistics, class records and quantitative questions in history and science. 3 hours.

7. **Descriptive Geometry.** 3 hours.

8. **Analytic Geometry.** The aim is to present the subject as an instrument of investigation and not merely as a study of the properties of conic sections. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Mathematical Theory of Investments.** This course is offered to students taking the curriculum in Commerce and Business. The work is based on Skinner's Text and deals with such subjects as annuities, sinking funds, amortization, bond valuation and building and loan associations. 3 hours.

102. **Differential Calculus.** 3 hours.

103. **Integral Calculus.** 3 hours.

106. Theory of Equations. This course is based on Burnside and Panton's Theory of Equations. Prerequisites, Courses 1 and 2. One term. 3 hours.
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THE DEPARTMENT OF PHYSICS.

* Mr. Hammond.

SUB-COLLEGE COURSES.

Ia. Elementary Physics. An elementary course in General Physics for students of high-school rank. The course deals with units, standards, measurements, force, motion, mechanics of solids, mechanics of fluids, work, energy, and heat phenomena. Demonstrations are given before the class and each student is required to do a certain amount of individual laboratory work. Prerequisite. Algebra. Elective. Fall term. One term unit.

Ib. Elementary Physics. A continuation of course Ia. The course includes a study of static electricity, voltaic cells, induced currents, effects of electrical currents, electrical measurements, wave motion, and the phenomena of sound and light. Prerequisite, Algebra. Elective. Winter term. One term unit.

JUNIOR-COLLEGE COURSES.

1. Introductory Physics. A brief course covering the principal topics of General Physics in one term. It is designed to meet the needs of students taking the one-year curriculum and of those taking the two-year curriculum who elect four courses to satisfy their requirement in science. Individual laboratory work. The illustrative examples and applications are taken largely from the home. Students who expect to take more than one term of Physics should not elect this course, but should elect Course 2. Prerequisites, high-school Algebra and Geometry. Required in the four-year curriculum in Home Economics. Repeated each term. Two lectures and three laboratory periods each week. 4 hours.

2. First-Year College Physics: Mechanics and Heat. A course for students who have or have not had high-school Physics. The same subjects in general are treated as in the elementary courses,

* Resigned.

but more fully and intensively, and from a more advanced standpoint. The course includes measurements and units, the various kinds of motion, machines, work, energy, power, properties of matter, kinetic theory of gases, thermometry, expansion, heat measurements and heat transfer. Individual laboratory work is required of each student. All students who intend to pursue the study of Physics for more than one term should elect this course. Prerequisites, high-school Algebra and Geometry. Fall term. Two lectures and three hours of laboratory work a week. 3 hours.

3. **First-Year College Physics: Magnetism, Electricity, Sound and Light.** A continuation of Course 2. The course includes a study of magnetism, static electricity, current electricity, various electrical machines, electrical measurements and meters, wireless, x-rays, radio-active substances, wave motion, the nature of sound and light, the musical scale, optical instruments, photometry, and color phenomena. Individual laboratory work is required of each student. All students who intend to pursue the study of Physics for more than one term should elect this course. Elective. Winter term. Two lectures and three hours of laboratory work a week. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Second-Year College Physics: Mechanics, Molecular Physics and Heat.** Courses 101 and 102 are intended for students who want to specialize for teaching Physics in high schools, or who are planning to enter a technical or professional school where a thorough preparation in Physics is required. This course is a continuation of the study of mechanics, molecular Physics and heat from a more mature viewpoint. Prerequisites, one year's work in General Physics, General Chemistry, College Algebra and Trigonometry. Elective. Fall term. Two lectures and three hours of laboratory work a week. 3 hours.

102. **Second-Year College Physics: Electricity, Sound and Light.** A continuation of the study of the subjects of electricity, sound and light from a more mature view point. Prerequisites, one year's work in General Physics, General Chemistry, College Algebra and Trigonometry. Elective. Winter term. Two lectures and three hours of laboratory work a week. 3 hours.

103. **Third-Year College Physics: Alternating Currents and Wireless Telegraphy.** Courses 103 and 104 afford further study to

those students who have shown special interest and ability in Physics. Modern theories of Physics with their application to modern life are studied. Course 103 is a study of the theory and application of alternating currents and wireless telegraphy. Special reports from current scientific journals are required from time to time. Prerequisites, Physics 2 and 101 and Calculus 101. Elective. Fall term. Two lectures and three hours laboratory work a week. 3 hours.

105. Third-Year College Physics: X-Rays and Radio-Activity. A continuation of course 103. The course includes a study of x-rays; the alpha, beta, and gamma rays; radio-active transformations and the electron theory. Special reports from current scientific journals are required from time to time. Prerequisites, Physics 2 and 101 and Calculus 102. Elective. Winter term. Two lectures and three hours of laboratory work a week. 3 hours.

THE DEPARTMENT OF CHEMISTRY.

Mr. Magill.

SUB-COLLEGE COURSES.

IV. Elementary Chemistry. A general course covering the elementary phases of the subject. Particular attention is paid to commercial processes. Abundant laboratory practice. Two terms. Three recitations and two double laboratory periods a week. One term unit.

JUNIOR-COLLEGE COURSES.

1. Descriptive Chemistry. A college course designed especially to meet the requirements of students in a two-year curriculum who expect to teach in the grades and in rural schools. Open only to students who have not had a course in high-school Chemistry. Elective. Three lectures and three laboratory periods a week. 4 hours.

2. General Inorganic Chemistry. A course in General Chemistry dealing with the more common acid-forming elements, their history, preparation, properties and uses. The student is made acquainted with some of the fundamental laws and theories of

Chemistry. Special stress is laid on the application of Chemistry in industrial processes. Every term. Elective. Two lectures and three laboratory periods a week. 3 hours.

3. **General Inorganic Chemistry.** A continuation of Chemistry 2. The Chemistry of metals. Prerequisite, Chemistry 1. Every term. Elective. Two lectures and three laboratory periods a week. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Qualitative Analysis.** A general introduction to the subject. Lectures deal with the fundamental principles involved in qualitative analysis. The laboratory work is devoted to a systematic separation and detection of acids and bases. May be taken in the sophomore year. One lecture and five hours of laboratory work a week. Elective. 3 hours.

102. **Quantitative Analysis.** A course intended to give the student an idea of the methods of quantitative analysis. Special stress is laid on the use and care of the balance, the assembling of apparatus, accurate laboratory manipulation. Acidimetry and alkalimetry. Oxidation and reduction. Prerequisites, Chemistry 1 or 2 and Chemistry 101. Winter term. One lecture and five hours of laboratory work a week. Elective. 3 hours.

103. **Organic Chemistry.** A general survey of the field. May be taken in the sophomore year. Prerequisite, Chemistry 2. Two terms. Three lectures a week. Elective. 3 hours.

105. **Chemistry of Foods and Food Analysis.** Lectures on the process of food manufacture and preservation. Food adulteration and its detection. This course is intended to meet the needs of students in Home Economics and correlates with Course 102. Junior and senior years, but may be taken in the sophomore year. Prerequisite, Chemistry 1 or 2 and Chemistry 103. Required in Home Economics. Winter term. Three lectures a week. 3 hours.

DEPARTMENT OF BIOLOGY.

* Mr. Roberts.
Mr. Spencer.

SUB-COLLEGE COURSES.

1. **Elementary Biology: Animal and Plant Studies.** A course dealing especially with insects and their near relatives, with hydra, earth worm, snail, mussel, fish, frog, turtle, sparrow and rabbit, with the structure and function of roots, stems, leaves, flowers, fruits and seeds, with the development of plants and plant ecology. Two terms. 1 term unit.

JUNIOR-COLLEGE COURSES.

2. **General Biology.** A general course dealing with both animals and plants, including a consideration of biological principles, for students giving only one term to this subject. Elective. One term. Two lectures and three laboratory periods a week. 4 hours.

2. **General Biology.** A general course dealing with both animals and plants, including a consideration of biological principles, for students intending to give a year's study to this subject. Elective. Two lectures and three laboratory periods a week. 3 hours.

3. **Teaching of Nature Study.** A course in which the purposes of nature teaching are considered, as well as the extension of knowledge of the subject matter. The work includes studies of trees, weeds, insects, birds, and insectivorous animals. Elective. 3 hours.

5. **Seed Plants.** Morphology, life history and classification of the common seed plants of this region. Largely field work. Elective. 3 hours.

6. **Human Physiology.** A study of the human body in its morphology, physiology and hygiene. Elective. Two lectures and three laboratory periods a week. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Zoology.** This course is based on comparative studies of type forms, with the aim of developing the important principles of Zoology. It includes a consideration of relationships, distribution, habits and adaptations of animals. Elective. Two terms. Two lectures and three laboratory periods a week. 3 hours.

* On leave of absence.

102. **Botany.** Physiology, morphology and ecology of plants. Elective. Two terms. Two lectures and three laboratory periods a week. 3 hours.

103. **Bacteriology.** General principles, methods of procedure and studies of selected forms of micro-organisms. Elective. Two lectures and three laboratory periods a week. 3 hours.

105. **Embryology.** A course in the development of the frog, the chick and the pig. Elective. 3 hours.

DEPARTMENT OF GEOGRAPHY.

Miss Hudson.

SUB-COLLEGE COURSES.

I. **Physical Geography.** The organization of this course conforms to the State Course of Study for High Schools. It includes a study of the various parts of the earth and their relation to life conditions. The laboratory work consists of both field and indoor work which illustrates the principles and conditions studied. 1 term unit

II. **Geography Review.** This course includes a brief study of climatic factors followed by the study of regional, industrial and place geography of the United States. The last half of the course is a review of the geography of the principal countries of the world. 1 term unit.

JUNIOR-COLLEGE COURSES.

1. **General Geography.** This course is designed to give a general knowledge of the geography of the world. It takes up the climate, products, people, government, commercial importance and inter-relations of the principal countries. Three recitations and one two-hour laboratory period a week. 3 hours.

2. **Physiography.** The first term of this course is a study of the land, atmosphere, and the ocean illustrated by regional studies of the United States. The second term is a survey of world geography, for which the first term is a prerequisite. Three recitations and one laboratory period a week. 3 hours.

3. The Teaching of Geography. This course includes both subject matter and method. It considers aims in teaching Geography in both elementary and high schools; phases of the subject that deserve emphasis; material for the teacher's use; and field and laboratory work. Prerequisite, Course 1 or an equivalent. 3 hours.

4. Commercial Geography. This course is designed especially for students in the department of Commerce and Business and for those intending to teach the subject. The first part of the term is given over to a thorough drill in place geography. This is followed by a study of the trade conditions of the principal nations. It includes a study of the production, transportation, and manufacture of commodities for which there is a world as well as a domestic market. The United States is used as the type. One two-hour laboratory period and three recitations. 3 hours.

SENIOR-COLLEGE COURSES.

101. Agricultural Geography. This course logically follows courses in Agriculture and Economics. It includes a study of land and water masses. Emphasis is laid on those portions of the land masses suitable for forms of agriculture. The water masses are studied in relation to climate, transportation and as a necessity for plant and animal life. Such questions as soil, climate, labor and capital, transportation and markets are studied in their relation to the principal agricultural products of the world. May be taken in the sophomore year. Prerequisites, courses in Agriculture, Economics, and Physiography. Elective. 3 hours.

102. Commercial-Industrial Geography. This course consists of a study of the commerce and the principal industries of the world. It includes selected topics in the history of commerce and industry with emphasis on the growth and the decline of industries. Prerequisites, courses in Economics and in History. Elective. 3 hours.

103. Influence of Geography on American History. Prerequisite, high-school Geography or its equivalent and college courses in American History. Elective. 3 hours.

104. General Geology. The first half of the term is given to a study of the principles of Geology; the second half of the term is preliminary to the work of the second term. The second term covers the historical and applied phases of the subject, including

field and laboratory work. Prerequisites, courses in Chemistry, Physics and Biology. Two recitations and two two-hour laboratory periods. 3 hours.

DEPARTMENT OF AGRICULTURE.

- Washington Strother Dearmont, President.
 John Henry Gehrs, Agriculture.
 James Clifford Logan, Agriculture.
 † Homer Lawson Roberts, Biology.
 Arthur Clay Magill, Chemistry.
 * Harry Emmons Hammond, Physics.
 Nelle Grace Hudson, Geography.
 Robert Sidney Douglass, History.
 Jeptha Riggs, English.
 Benjamin Franklin Johnson, Mathematics.
 Samuel Andrew Kruse, Education.
 William Woodrow Martin, Education.
 Merle Raymond Thompson, Economics and Sociology.
 † Charles Emile Benson, Psychology.
 Orville Tearney, Industrial Arts.

SUB-COLLEGE COURSES.

I. Elementary Agriculture: Soils. A part of this course covers the content of Elementary Agriculture as taught in the rural schools. This course, as well as courses II., III. and IV., is designed in content, method, and scope, to give students the information, interest and point of view needed to teach the elements of Agriculture in our rural schools. In all these courses laboratory exercises are performed which teachers in rural schools may have their pupils perform. Required for the rural-school certificate. 1 term unit. Mr. Logan.

II. Elementary Agriculture: Farm Crops. A continuation of Course I but the latter is not a prerequisite. Required for the rural-school certificate. 1 term unit. Mr. Logan.

III. Elementary Agriculture: Farm Animals. This course is planned to prepare students for teaching animal husbandry as outlined in the State Course of Study. Required for the rural-school certificate. 1 term unit. Mr. Gehrs.

* Resigned.

† On leave of absence.

IV. Elementary Agriculture: Horticulture and Elementary Farm Management. This course is planned to prepare students for teaching horticulture and farm management in the rural school. Elective for the rural-school certificate. 1 term unit. Mr. Gehrs.

JUNIOR-COLLEGE COURSES.

1. **Soils.** This course deals with the physical handling of soils. The origin, texture, structure, classification, crop adaptation and water conservation of soils are topics included in the course. Special emphasis is placed on the proper tillage method for the different classes of soils. Field trips are taken to illustrate classroom discussions. 4 hours. Mr. Logan.

3. **Farm Crops: Cereals.** This course is basic in a study of farm crop production. It includes a study of the importance, factors of production, preservation and use of the leading cereal crops. 3 hours. Mr. Logan.

5. **Economic Entomology.** This course deals with the important insect-enemies of field, orchard, garden, pasture, animals, and the home. 3 hours. Mr. Logan.

6. **Stock Judging.** This course is basic in the study of farm animals. It includes a study of the advantages, importance, distribution and characteristics of the different farm animals, and affords actual practice in the judging of farm animals. 3 hours. Mr. Gehrs.

7. **Dairy Husbandry.** This course deals with the advantages, importance, economic aspects of milk production and the factors essential to economic dairying. The laboratory work consists of testing milk and its products and of judging dairy cows. 3 hours. Mr. Gehrs.

9. **Poultry Husbandry.** This course deals with the importance, classification, judging and other essential factors of poultry production. The Standard of Perfection is used in all the work of judging fowls. 3 hours. Mr. Gehrs.

10. **Horticulture.** This course includes a study of vegetable production, fruit growing, management of the home garden, management of the home orchard, and the preservation of fruits. 3 hours. Mr. Logan.

SENIOR-COLLEGE COURSES.

101. Improvement of Farm Animals. This course deals with the improvement, housing, care and management, and diseases of farm animals. The judging of farm animals is briefly reviewed. 3 hours. Mr. Gehrs.

102. Feeds and Feeding. This course includes a study of the composition of plants and animals, functions of the different ingredients in feeds, feeding standards, economy in feeding, and efficient methods of feeding the different farm animals. 3 hours. Mr. Gehrs.

103. Principles of Breeding. This course includes a study in the variations and their causes, factors influencing transmission of characters, and the practical methods of improving plants and animals. 3 hours. Mr. Gehrs.

104. Advanced Soils. This course deals with the advanced phases of soil physics, soil management and soil fertility. A working knowledge of Chemistry and Biology is prerequisite. 4 hours. Mr. Logan.

105. Field Crop Management. This course deals with the various systems of cropping including the use of primary and secondary rotation for grain farms, stock farms, etc. Soil fertility and labor conservation are given considerable attention. 3 hours. Mr. Logan.

106. Farm Shop. This course includes observation and practical work on the College farm and on farms in the community which have been designated for this purpose. 3 hours. Mr. Logan.

107. Rural Economics. This course deals with the general principles of Economics as applied to Agriculture. It includes a study of the history of modern Agriculture, together with some of the problems peculiar to rural life, such as the country church, rural-community interests, production and distribution of farm products, tenantry, taxation, roads, and associated topics. 3 hours. Mr. Logan.

109. Farm Management. This course includes a study of intensive and extensive farming, stock and grain farming, farm labor, maintenance of soil fertility, crop rotation, co-operation, and marketing. 3 hours. Mr. Gehrs.

110. Rural Organization and Marketing. This course includes a study of farm organization, co-operative buying and selling, and

rural organizations in their relation to the solution of rural-life problems. 3 hours. Mr. Logan.

111. **Methods in Teaching High-School Agriculture.** This course deals with the subject matter and method of presentation of animal husbandry, farm crops, soils and horticulture. 3 hours. Mr. Gehrs.

113. **Supervised Student-Teaching in High-School Agriculture.** This course includes writing of plans for teaching agriculture, the teaching of classes in agriculture, and observation of demonstration teaching in this subject. 3 hours. Mr. Gehrs.

114. **Organization and Administration of Vocational Education.** This course includes a study of the history, organization, courses of study, method of teaching, and administration of Vocational Education. 3 hours. Mr. Gehrs.

Curriculum for Teachers of Vocational Agriculture. Students who desire to qualify to teach Vocational Agriculture in high schools receiving aid under the provisions of the Smith-Hughes Act, should complete the standard four-year curriculum adopted by the National and the State Vocational Boards and outlined as follows:

FIRST YEAR.

First Term.	Hours.	Second Term.	Hours.
English	3	English	3
General Botany	3	General Botany	3
Inorganic Chemistry	3	Inorganic Chemistry	3
Stock Judging	3	Improvement of Farm Animals.....	3
Horticulture	3	Bacteriology	3
Physical Education	1	Physical Education	1

SECOND YEAR.

General Zoology	3	General Zoology	3
General Physics	3	General Physics	3
Analytical Chemistry	3	Analytical Chemistry	3
Farm Crops	3	Farm Crops	3
Economic Entomology	3	Dairy Husbandry	3
Physical Education	1	Physical Education	1

THIRD YEAR.

Psychology	3	Psychology	2
Physical Geology	3	Rural Sociology	3
Agricultural Chemistry	3	Poultry Husbandry	3
Soils	3	Soils	3
Rural Economics	3	Rural Economics	3

FOURTH YEAR.

Feeds and Feeding.....	3	Farm Management	3
Methods in Teaching High School Agriculture	2	Methods in Teaching High-School Agriculture	3
Organization and Administration of Vocational Education	3	Rural Organization and Marketing	2
Supervised Student Teaching in High-School Agriculture	3	Farm Shop	3
Elective	3	Elective	3

THE DEPARTMENT OF HOME ECONOMICS.

Washington Strother Dearmont, President.

* Blanche Gray, Home Economics.

Lillie Edith Brucher, Home Economics.

Benjamin Franklin Johnson, Mathematics.

Robert Sidney Douglass, History.

William Woodrow Martin, Education

Arthur Winn Vaughan, English.

† Homer Lawson Roberts, Biology.

Arthur Clay Magill, Chemistry.

* Harry Emmons Hammond, Physics.

Emily Pitman Wilburn, Manual Arts.

† Charles Emile Benson, Psychology.

Samuel Andrew Kruse, Education.

Merle Raymond Thompson, Economics.

JUNIOR-COLLEGE COURSES.

1. Selection and Preparation of Foods. Nature and use of foods; chemical composition; principles underlying the preparation of foods. Required for teachers of vocational Home Economics. 3 hours. Miss Brucher.

2. Elementary Clothing. Lectures and laboratory work. This course includes drafting, fitting, and the construction of underwear, tailored waists, cotton dress skirts and simple wash dresses. Required for teachers of vocational Home Economics. Five times a week. 3 hours. Miss Gray.

3. Domestic Science for Rural Schools. This course is planned to give the rural-school teacher a general knowledge of foods, house furnishings and sanitation. It consists of lectures, discussions and practical work and suggests ways of teaching domestic science in the rural school. Elective. 1½ hours. Miss Brucher.

5. Home Sanitation. Situation, surroundings and construction of houses; hygiene, heating, lighting, ventilation, water supply and drainage; care of plumbing and internal drainage. Required for teachers of vocational Home Economics. 3 hours. Miss Brucher.

6. Textiles. This course is intended to give a practical understanding of textile fibers and the process of their manufacture. It includes a history of textile industries, the vegetable and ani-

† On leave of absence.

* Resigned.

mal fibers in common use, their cost, comparative values, and methods of dyeing and cleaning them; and samples of materials, their cost name, and their adulterations. Prerequisite, Elementary Chemistry. Elective. Winter term. Two lectures and three laboratory periods a week. 3 hours. Miss Gray.

7. **Food Problems.** Selection of foods in the market; home preservation of foods; cost of meals, planning and serving of meals. Prerequisites, Chemistry 1 and Chemistry 103. Required for teachers of vocational Home Economics. One lecture period and two double laboratory periods a week. 3 hours. Miss Brucher.

9. **Design Applied to Domestic Art.** This course is planned to give the student an opportunity of studying the close relationship between art and domestic art. The work of the first term emphasizes problems in art needlework, basketry, weaving and similar topics. In the second term the course deals with a study of costume designs from the artistic, historic, economic and hygienic standpoint. Required for teachers of vocational Home Economics. 3 hours. Miss Gray.

SENIOR-COLLEGE COURSES.

101. **The Clothing Problem.** This course includes a study of the textile industry, fibers, materials, bettering textile conditions and allied topics. Attention is given to the selection and care of clothing; advanced construction problems; drafting, fitting and remodeling garments; and planning of clothing budgets. Required for teachers of vocational Home Economics. Five times a week. 3 hours. Miss Gray.

102. **Dietetics.** Fuel value of foods; relation of foods to health; influence of age, sex and occupation on diet; dietaries and dietetic treatment of diseases. Prerequisites, required courses in Chemistry and Bacteriology. Required for teachers of vocational Home Economics. 3 hours. Miss Brucher.

103. **Preventive Medicine and Home Care of the Sick.** Hygiene and preventive measures to preserve health; care of the home sick-room; especial emphasis on feeding the sick and the convalescent. Prerequisites, Chemistry 1 and Chemistry 103, Physiology 6, Bacteriology 103 and Home Sanitation 5. Required for teachers of vocational Home Economics. 3 hours. Miss Brucher.

105. **Costume Design.** This course is planned for the purpose of studying the proportions of the human body with reference to

the lines and the colors best suited to the different individual types. Each student is expected to plan a costume best suited to her own figure. Prerequisite, Course 2. Elective. Five times a week, 1½ hours. Miss Gray.

106. **House Furnishing.** This course deals with the evolution of the home and its furnishing. It includes the planning of houses of various prices, taking into consideration the location, exposure, neighborhood, inhabitants, the income, and the tastes of the family; a study of materials for floor coverings, draperies and furniture; and color schemes for rooms of different exposure. Prerequisites, Applied Design 9. Required for teachers of vocational Home Economics. 3 hours. Miss Gray.

107. **Household Problems.** Problems of the home; care of linen, furniture and clothing; laundering and stain removal. Prerequisites, Chemistry 1 and Chemistry 103. Required for teachers of vocational Home Economics. Five times a week. 3 hours. Miss Gray.

109. **House Management.** Expenditure of income; organization of the household; care of the house; serving of meals. Required for teachers of vocational Home Economics. 3 hours. Miss Gray.

110. **Theory and Practice in Teaching Home Economics.** Actual teaching of Home Economics in the high school; lesson plans, observation of demonstration lessons. Prerequisites, all required courses in Food and Clothing. Required for teachers of vocational Home Economics. Five times a week. 3 hours. Miss Brucher.

Curriculum for Teachers of Vocational Home Economics. Students who desire to qualify to teach vocational Home Economics in high schools receiving aid under the provisions of the Smith-Hughes Act, should complete the standard four-year curriculum adopted by the National and the State Boards of Vocational Education, and outlined as follows:

FIRST YEAR.

First Term.	Hours.	Second Term.	Hours.
English	3	English	3
Inorganic Chemistry	3	Inorganic Chemistry	3
Elementary Clothing	3	Elementary Clothing	3
Physiology	3	Physiology	3
Physics	4	Selection and Preparation of Foods	3

SECOND YEAR.

Educational Psychology -----	3	Educational Psychology -----	3
Organic Chemistry -----	3	General Bacteriology -----	3
Home Sanitation -----	3	Food Problems -----	3
Applied Design -----	3	Applied Design -----	3
Selection and Preparation of Foods	3	Elective -----	3

THIRD YEAR.

Theory of Teaching -----	3	Elective -----	3
Elementary Sociology -----	3	Elementary Sociology -----	3
Chemistry of Foods -----	3	Dietetics -----	3
The Clothing Problem -----	3	The Clothing Problem -----	3
Preventive Medicine and Home Care of the Sick -----	3	School Economy -----	3

FOURTH YEAR.

Theory and Practice in Teaching		Theory and Practice in Teaching	
Home Economics -----	3	Home Economics -----	3
Organization and Administration of Vocational Schools -----	3	House Management -----	3
General Economics -----	3	General Economics -----	3
Household Problems -----	3	House Furnishing -----	3
Elective -----	3	Elective -----	3

THE DEPARTMENT OF INDUSTRIAL ARTS.

- Washington Strother Dearthmont, President.
 Orville Tearney, Director of the Department of Industrial Arts.
 Emily Pitman Wilburn, Manual Arts.
 Mary Kochtitzky, Fine Arts.
 Benjamin Franklin Johnson, Mathematics.
 Jephtha Riggs, English.
 Robert Sidney Douglass, History.
 Merle Raymond Thompson, Economics
 * Harry Emmons Hammond, Physics.
 Arthur Clay Magill, Chemistry.
 Emil Saverio, Modern Languages.
 William Woodrow Martin, Education.
 † Charles Emile Benson, Psychology.
 Samuel Andrew Kruse, Education.
 Nellie Grace Hudson, Geography.
 Lillie Edith Brucher, Home Economics.
 * Blanche Gray, Home Economics.

The curricula in this department are planned to meet the needs of five types of students: Those who desire to fit themselves to teach industrial subjects in the public schools of Missouri; those who desire to fit themselves to meet the requirements of the Smith-Hughes Act; those who are specializing in Agriculture and are re-

* Resigned.

† On leave of absence.

quired to take Farm Mechanics; those who are preparing themselves for courses in Engineering; and those who desire to develop industrial intelligence as a part of a liberal education.

The courses offered are standard courses and demand college credit, hour for hour, as do other subjects leading to a diploma or a degree. Nine hours of class work or five hours of class work and four hours of preparation is the time requirement for the regulation 3 hours of college credit. The work takes the form of work in shop, work in drawing room, notes from lectures, notes from assigned readings, preparation of sketches, preparation of lettering sheets, and preparation of permanent note book.

The library facilities are being enlarged and enriched. New books are being added from time to time on both the mechanical and technical phases of construction work as well as on the educational aspect of teaching industry in the schools. The aim is to keep accessible to the student the best thought available. Progressive mechanics and students of construction work no longer depend upon their own personal experiences only for growth. Interchange of thought through the printed page and the sketch is a powerful influence for broadening vision and widening industrial intelligence. Library work, therefore, is a definite part in all industrial arts instruction.

SHOP WORK.

JUNIOR-COLLEGE COURSES.

1. **Benchwork in Wood for Beginners.** This is a course embracing the elementary uses and care of ordinary bench tools. It involves the basic wood-working processes and the proper condition of tools for good work. 3 hours.

2. **Woodwork.** This is a course very similar to course 1 but modified in such a way as to require a lighter form of work for women. 3 hours.

3. **Elementary Cabinet-Making.** A course in the construction of simple pieces of furniture. It includes staining and waxing, staining, filling, varnishing, and rubbing down. Prerequisite, Course 1 or its equivalent. 3 hours.

4. **Advanced Cabinet-Making.** The course includes machine work and a study of the standard types of good design in furniture making. Prerequisite, Course 3 or its equivalent. 3 hours.

5. **Upholstery and Wood Finishing.** A study of the use of tools and materials necessary for ordinary upholstery and wood finishing. Prerequisite, Courses 3 and 4. 3 hours.

6. **Farm Mechanics.** A study of the ordinary tools and tool processes necessary for farm repairs and farm construction of the many devices typical in farm life. The purpose of the course is to suggest a broad outlook to the student rather than to develop a fine technique. 3 hours.

7. **Wood Turning.** The lathe and its parts. Wood turning tools. Turning between centers. Face-plate turning. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Wood-Working Machinery.** The aim of this course is to turn out work on a production basis as far as is compatible with sound educational principles. The course includes the use of machinery for as many processes as the equipment will permit. Jigs and time-saving devices are employed. 3 hours.

102. **Forge Work.** The forge and its parts. The forge tools and equipment. Operations: Straightening, drawing out, bending, upsetting, twisting, forming, punching, welding, heat treatment. 3 hours.

103. **Copper Work.** Equipment and materials. Operations: Hammering, annealing, riveting, sawing, raising, fluting, soldering, coloring. 3 hours.

104. **Tin Smithing.** Tools and Equipment. Laying out and developing, joints and soldering. 3 hours.

105. **The Gasoline Engine.** The general construction. Names of parts. Power plant and transmission system. Fuels and carburetting system. Gas engine principles. 3 hours.

106. **Organization of Shop Work.** This course should be taken by all who intend to teach shop work. It includes the study of equipment, costs of material, projects and demonstration. 3 hours.

107. **Types of Industrial Instruction.** This course is primarily for students of Industrial Education. It includes a study of Sloyd.

manual training, trade schools, pre-vocational Education, vocational guidance and part-time schools. 3 hours.

103. *Problems in Industrial Education.* This course deals with the fundamental character of the problems in industrial education. 3 hours.

MECHANICAL DRAWING.

JUNIOR-COLLEGE COURSES.

1. *Mechanical Drawing for Beginners.* Lettering involving small letters, large letters, numerals, words, titles and sentences. Problems in geometrical construction. Simple perspective involving horizontal line, convergence, vanishing points, foreshortening, level of the eye. Simple isometric projection. 3 hours.

2. *Orthographic Projection.* Problem in orthographic projection. A projection is worked out developing axis, H V, and S, V. The planes of projection are explained with the use of the cage. 3 hours.

3. *Working Drawings.* Comparison of orthographic projection and working drawing. Collection of data for drawing. Practice of thinking from one form of drawing to another. Design of some simple object. 3 hours.

4. *Developments.* Development of prism, cylinder, cone, funnel, and scoop. Models made of paper. 3 hours.

5. *Machine Drawing.* A course in elementary machine drawing. It deals with machine details, free hand sketching, tracing and blue printing. 3 hours.

6. *House Planning.* For women. This course includes a study of the typical house and the conventions necessary to indicate the elements that go to make up a house. Some mechanical drawing of a non-technical character is required. 3 hours.

SENIOR-COLLEGE COURSES.

101. *Architectural Drawing.* An analytical study of building construction: Materials commonly used, joints, sections, technical terminology. 3 hours.

102. *Architectural Drawing.* A continuation of Course 101 including plan and elevation of some simple construction. 3 hours.

103. **Architectural Drawing.** Planning in rough free hand form of an ordinary dwelling and completion of this plan, showing all that is needed for estimating construction. 3 hours.

104. **Descriptive Geometry.** Planes of projection. Revolution and projection of points, lines and planes. Frustration, penetrations and developments. 3 hours.

Curriculum for Teachers of Vocational Mechanical Trades. Students who desire to qualify to teach Vocational Mechanical Trades in High Schools receiving aid under the provisions of the Smith-Hughes Act, should complete the four-year curriculum outlined as follows:

FIRST YEAR.

First Term.	Hours.	Second Term.	Hours.
Freshman English -----	3	Freshman English -----	3
Physics -----	3	General Biology -----	3
Pen and Ink Sketching -----	3	American History -----	3
Mechanical Drawing -----	3	Mechanical Drawing -----	3
Shop Work -----	3	Shop Work -----	3

SECOND YEAR.

College Algebra -----	3	Public Speaking -----	2
Chemistry -----	3	Psychology -----	5
European History -----	3	English Literature -----	3
Mechanical Drawing -----	3	Mechanical Drawing -----	3
Shop Work -----	3	Shop Work -----	3

THIRD YEAR.

Principles of Teaching -----	3	History of Education -----	3
Plane Trigonometry -----	3	Teaching in the Training School -----	3
Elements of Sociology -----	3	Ethics -----	3
Mechanical Drawing -----	3	Mechanical Drawing -----	3
Shop Work -----	3	Shop Work -----	3

FOURTH YEAR.

Types of Industrial Education -----	3	Commercial and Industrial Geography -----	3
Descriptive Geometry -----	3	Advanced Design -----	3
English Language -----	3	Political Economy -----	3
Mechanical Drawing -----	3	Mechanical Drawing -----	3
Shop Work -----	3	Shop Work -----	3

THE DEPARTMENT OF FINE ARTS AND MECHANICAL ARTS.

Miss Wilburn, Manual Arts.

Miss Kochtitzky, Fine Arts.

SUB-COLLEGE COURSES.

I. High-School Drawing and Design. A course planned to meet the needs of high school students. It includes the fundamental principles of form, color and design. This course or its equivalent is required for college entrance. 1 term unit. Miss Wilburn.

II. Industrial Art. This course is planned to develop the practical methods of relating the processes of home and industrial life to the interests of the child through the exercise of his constructive instinct. It is especially intended for those working for the teacher-training certificate. 1 term unit. Miss Wilburn.

JUNIOR-COLLEGE COURSES.

1. Industrial Art. A course in drawing and various phases of industrial art to give students preparation for teaching industrial art in the elementary grades. The course covers the requirement for drawing and handwork. Two terms. 3 hours. Miss Kochtitzky.

2. Charcoal Drawing. This course offers an opportunity to master the principles of perspective and light and shade through the medium of charcoal. 3 hours. Miss Kochtitzky.

3. Painting and Water Colors. This course is offered on request to students who have finished acceptably Course 2. 3 hours. Miss Kochtitzky.

4. Industrial Art for the Elementary Grades. A course in the theory and technique of the various phases of Industrial Art, which are practical in elementary schools. Its aim is to present to students the importance of developing in the child of the elementary grades an appreciation of the social and economic setting of industry to society. The projects include simple phases of paper construction, clay modeling, sewing, weaving, and wood-working. The application of design to these projects is studied. Prerequisite, Psychology. Five times a week. 3 hours. Miss Kochtitzky and Mrs. Ealy.

5. **Applied Design.** A study of the principles of design applied to various crafts, and specially applicable to rug weaving, black stenciling, the use of enamelac and of gesso. This course is recommended for students preparing to teach Domestic Art, Manual Arts or Drawing. 3 hours. Miss Wilburn.

6. **Clay Modeling.** Modeling in clay from nature, cast and life. Spring-summer term. 3 hours. Miss Wilburn.

7. **Crafts for Rural Schools.** A course for home demonstrators and teachers in rural schools. Spring-summer term. 3 hours. Miss Wilburn.

9. **Basketry.** The use of raffia, reed, willows, grasses and other materials in the construction of basketry, trays, lamps and other useful articles. 3 hours. Miss Wilburn.

10. **Pen and Ink Sketching.** A careful study of perspective in the drawing of still-life groups, interiors and landscapes. This course is primarily for those who expect to pursue the study of Art beyond the required amount and for those interested in cartooning and other branches of commercial art. This course is especially useful to students interested in producing high-school and college annuals. 3 hours. Miss Wilburn.

11. **Lettering.** A study of the Roman alphabet, of manuscript writing and of the adaptation of these to the spacing and lettering of advertisements, posters, Christmas cards and the writing out of poetry and prose. 3 hours. Miss Kochtitzky.

SENIOR-COLLEGE COURSES.

101. **Advanced Painting and Drawing.** Advanced work in charcoal drawing and water-color painting. Open only to students who have completed Courses 2 and 3. Five double periods a week. 3 hours. Miss Wilburn.

102. **Advanced Design.** A course in design for students who have completed Courses 2, 3, 5, and 10. 3 hours. Miss Wilburn.

103. **Theory and Practice of Teaching Art.** A course for supervisors of art. It consists of lectures, required readings and teaching in the Training School. Five times a week. 3 hours. Miss Wilburn and Miss Kochtitzky.

104. **History of Art.** A course in the history of Art with special attention to a study of pictures suitable for use in elementary and secondary schools. 3 hours. Miss Wilburn.

Four-Year Curriculum. Students who desire to prepare especially for teaching and supervising Drawing and Manual Arts should complete the four-year curriculum offered in this Department. This curriculum is organized to meet the growing demand for teachers and supervisors well-equipped in this field.

THE DEPARTMENT OF COMMERCE AND BUSINESS.

Washington Strother Dearmont, President.

James Monroe Sitze, Accounting and Banking Practice.

* Ethel Farrell, Stenography and Typewriting.

Benjamin Franklin Johnson, Mathematics.

Robert Sidney Douglass, Commercial Law and History.

Arthur Winn Vaughan, English.

William Woodrow Martin, Education.

† Charles Emile Benson, Psychology.

Samuel Andrew Kruse, Education.

Matilda Jane McGownd, Physical Education.

Arthur Clay Magill, Science.

Nelle Grace Hudson, Commercial Geography.

Merle Raymond Thompson, Economics.

Emil Saverio, Modern Languages.

Ferdinand John Courleaux, Physical Education.

The work of this department is offered primarily to prepare students for teaching commercial subjects in high schools. It prepares students, also, for business activities. A one-year, a two-year and a four-year curriculum, for students of college rank are offered. The courses in Stenography and Typewriting are given college credit as necessary professional courses for teachers of commercial subjects in high schools.

SUB-COLLEGE COURSES.

I, Penmanship. An easy and legible business style is taught. No college credit is given, but the student must attain a satisfactory degree of proficiency. $\frac{1}{2}$ term unit. Mr. Sitze.

* Resigned.

† On leave of absence.

JUNIOR-COLLEGE COURSES.

1. **Typewriting.** This subject is taught by the touch method. Accuracy, speed, neatness, and ease are the chief elements entering into this work. A speed of forty words net per minute is required on completion of the subject. 1½ hours. Miss Farrell.

2. **Stenography.** The Gregg system is taught. The text is supplemented by speed studies and other material. A speed of 100 words per minute for twenty minutes and transcription on the machine in reasonable time, is required as a final test. 3 hours. Miss Farrell.

3. **Elementary Accounting.** This subject includes both single and double entry. A thorough drill is given in business practice. Special work in statements, theory, and balance sheets. 3 hours. Mr. Sitze.

5. **Advanced Accounting.** This course is intended to prepare students further in the science of accounts and the analysis of business records generally. Auditing and auditor's duties. Formulating records for special lines of business covering accounts peculiar to large industries. 3 hours. Mr. Sitze.

SENIOR-COLLEGE COURSES.

102. **Commercial Law.** Some of the most important subjects taught are: Contracts, sale of personal property, negotiable paper, interest, agency, inn-keepers, real estate, insurance, corporations, and business paper. 3 hours. Mr. Douglass.

103. **Banking Practice.** Organization of banks, the keeping of records, and the working out of sets of books with complete statements. Relations of banks and customs of procedure. 3 hours. Mr. Sitze.

104. **History of Commerce and Industry.** The aim of this subject is to bring out the history of great movements leading to the growth of commerce and the industrial life of nations. 3 hours. Mr. Thompson.

105. **Commerce of South and Central America.** The problems and conditions of trade and industry in South and Central America. 3 hours. Miss Hudson.

106. **Corporation Finance.** 3 hours. Mr. Douglass.

107. Salesmanship. The science and art of salesmanship. The practice of modern and successful firms, sales organizations, the psychology, the factors, the kinds of salesmanship. 3 hours.

109. Advertising. Writing of copy, displays, sales campaigns, season, kind of goods, and publications as media. 3 hours.

110. Principles and Methods in Commercial Education. This work is intended to equip the student more particularly as a teacher of Commercial subjects by giving him a better understanding of the pedagogical principles underlying this field of education and a more definite knowledge of methods of presenting the different Commercial Subjects. 3 hours. Mr. Sitze.

111. Teaching Commercial Subjects. A course in actual teaching in High School. 5 times a week. 3 hours. Mr. Sitze and the Training School Supervisors.

One-Year Curriculum in Commerce and Business. This curriculum is offered for students of college rank who want to equip themselves for business and not immediately for teaching. By completing this curriculum students are enabled to earn the means for completing a more extended curriculum and preparing for the teaching of commercial subjects in high schools or more thoroughly for business. It is outlined as follows:

First Term.	Hours.	Second Term.	Hours.
Freshman Composition -----	3	Business Writing -----	3
Elementary Accounting -----	3	Elementary Accounting -----	3
Typewriting -----	1½	Typewriting -----	1½
Stenography -----	4½	Stenography -----	4½
Elective -----	3	Elective -----	3
Physical Training -----	1	Physical Training -----	1

Two-Year Curriculum in Commerce and Business. The first two years of the four-year curriculum modified to meet the requirements of a two-year curriculum, leading to a diploma with the force of a life state certificate, constitute the two-year curriculum. Those who complete this curriculum are reasonably well qualified to teach Commercial Subjects in high schools offering two-year courses in these subjects. It also provides a valuable training for business.

Four-Year Curriculum in Commerce and Business. This curriculum affords excellent preparation for teaching commercial subjects in high schools offering the most complete curriculum in these subjects and in addition it gives a thorough training for business. The degree of B. S. in Education is granted for completion of this curriculum. It is outlined as follows:

FIRST YEAR.

First Term.	Hours.	Second Term.	Hours.
Typewriting -----	1½	Typewriting -----	1½
Stenography -----	3	Stenography -----	3
Elementary Accounting -----	3	Elementary Accounting -----	3
Freshman Composition -----	3	Business Writing -----	3
Spanish or French -----	3	Spanish or French -----	3
Elective -----	1½	Elective -----	1½
Physical Training -----	1	Physical Training -----	1

SECOND YEAR.

Advanced Accounting -----	3	Advanced Accounting -----	3
History -----	3	Economic History -----	3
Psychology -----	3	School Management -----	3
Science -----	3	Science -----	3
Elective -----	3	Elective -----	3
Physical Education -----	1	Physical Education -----	1

THIRD YEAR.

Mathematics of Business -----	3	Commercial Geography -----	3
Principles of Economics -----	3	Money and Banking -----	3
Principles of Teaching -----	3	Bank Practice -----	3
Commerce and Industry -----	3	Commercial Law -----	3
American History -----	3	American Government -----	3

FOURTH YEAR.

Elective -----	3	Salesmanship -----	3
Corporation Finance -----	3	Commerce of South and Central America -----	3
Advertising -----	3	Teaching Commercial Subjects -----	3
Principles and Methods in Commercial Education -----	3	Extempore Speaking -----	3
Elective -----	3	Elective -----	3
Elective -----	3		

THE DEPARTMENT OF LIBRARY SCIENCE.

Miss Kent.

1. General Library Methods. Instruction in the use of the library, the classification and arrangement of books, uses of the card catalog and indexes. Problems assigned for the purpose of familiarizing the student with well-known reference books, encyclopedias, dictionaries, ready-reference manuals, year-books and periodicals. Lectures and practice. Each term. 3 hours.

2. Library Organization. Instructions follows regular library routine: Accessioning, classifying, cataloging, bookmending, loan systems, book selection, reference work, periodicals and public documents. Students in this course, in addition to the lectures and problems, must do practical work in the library two hours a day. 3 hours.

THE DEPARTMENT OF PHYSICAL EDUCATION.

Mr. Corleaux.
Miss McGownd.

SUB-COLLEGE COURSES.**THEORY: FOR MEN AND WOMEN.**

1. **Elementary Physiology.** Lectures and recitations. Considerable emphasis is placed on blackboard diagrams to explain the mechanics of Physiology. A valuable as well as a practical course in every-day Physiology. A valuable as well as a practical course term. 1 term unit. Mr. Courleux.

JUNIOR-COLLEGE COURSES.**PRACTICE: FOR MEN.**

1. Tactics, calisthenics, apparatus work, games.
2. Athletics—Football, basketball, baseball, track, and tennis.

PRACTICE: FOR WOMEN.

1. Tactics, Swedish gymnastics, rhythmical exercises with music, folk-dances, plays and games. Each term.

2. A combination of the first term's work with the addition of such light apparatus as wands, dumb-bells and Indian clubs, and games of elementary organization like volley ball and captain ball. Winter term, repeated in the spring-summer term.

3. A combination of the second term's work with the addition of such heavy apparatus as poles, ropes, rings, balance beams, horse, parallel bars, ladder and spring board, and games of higher organization, like basketball and indoor baseball. Winter term.

5. Tennis, hockey, swimming. Each term.

6. Advanced floor work with apparatus. Winter term.

7. Interpretative Dancing. Each term.

SENIOR-COLLEGE COURSES.

THEORY: FOR MEN AND WOMEN.

101. *Theory of Gymnastics and Athletics.* For men. Physiological and psychological principles underlying the present system of physical training. Adaptability to the needs of the public schools. Principles and methods of teaching Physical Training; exercises adapted to age and individual; length and division of time daily for various grades; class and floor formations, progression on a day's order. Effect of exercise upon the system: Hygienic, educational, corrective, recreative exercises; effect upon growth, weight, strength, vital power, lung capacity, heart action, nerves, muscles, bones, fatty tissues, respiration, circulation, digestion, assimilation. Winter term. Three times a week. 1½ hours. Mr. Courleux.

102. *The Playground.* For men. This course is planned to assist the teacher in a sane supervision of the recess activities. Arrangements of play courts, apparatus, etc. Equipment, home-made apparatus, sanitation, shade, water supply, drainage, out-houses. Supervision, teacher's part in children's play, introduction of plays and games, fostering true sportsmanship among children. A study of open-air games, plays, drills and marches, track and field athletics. Winter term, repeated in spring-summer term. Three times a week. 1½ hours. Mr. Courleux.

103. *School and Personal Hygiene.* For men and women. This course is organized primarily for those who are preparing to be teachers and supervisors of physical education or playground directors in elementary and secondary schools. It deals with such topics as hygienic conditions and care of school premises; personal and group hygiene of children; medical inspection; nature and transmission of diseases among school children; physical exercises; and neurasthenia. Winter term, repeated in spring-summer term. 3 hours. Mr. Courleux.

105. *Emergencies and Massage.* For men. Causes and simple treatment of bruises, burns, bites, scalds, wounds, sprains, dislocations, fractures, unconsciousness, fits, faints, shocks, hemorrhages, asphyxia, drowning, etc., poisons, antidotes, stimulants, narcotics, bandages, dressings, antiseptics and disinfectants. Limited. Fall term. 3 hours. Mr. Courleux.

106. **Theory of Play and Games.** For women. The psychology of play; necessity for supervision of play; relation of games to other activities of child; studies of children's games from all parts of the world, and of the simplest dances and games of primitive people and European peasants; the development of the game-form to the more highly organized forms of activity; use and abuse of basketball for high-school girls; the social and educational value of outdoor sports; organization, administration and equipment of supervised playground. Winter term, repeated in spring-summer term. Three times a week. 1½ hours. Miss McGownd.

107. **Theory of Teaching Physical Education.** For women. The scope of physical education; relation of physical education to education in general; the physical organization and comparative development of the child; hygienic requisites in school building; materials and methods involved in health examination; instruction and hygiene suitable for different grades; types of gymnastics; methods of teaching; the Swedish day's order, length and division of time daily for various grades; the application of physiology to physical exercise. Winter term, repeated in Spring-summer term. Twice a week. 1½ hours. Miss McGownd.

THE SCHOOL OF MUSIC.

Mr. Brandt, Director and Professor of Piano and Voice.

Miss Vieh, Professor of Public School Music.

Mrs. Keller, Professor of Voice.

Mr. Roller, Professor of Violin and Director of Orchestra and Band.

Miss Town, Piano and Appreciation.

Miss Miller, Piano and Elementary Harmony.

PIANO.

SUB-COLLEGE COURSES.

Mr. Brandt.

Miss Town.

Miss Miller.

I. Kohler: Practical Method, Little Pieces; Gurlitt: Op. 101; Loeschorn: Op. 65. Sonatinas and easy pieces by Behr, Lichner, and Reinicke.

II. The same as "I" continued.

III. Loeschorn: Op. 65, Vol. II and III; Burgmueller, Bertini; Sonatinas and easy pieces by Diabelli, Schmidt, Lichner, Krause, von Wilm.

IV. Gurlitt: Opp. 83; Bertini, Lemoine, Czerny, Bach. Sonatinas by Clementi, Kuhlau, Mozart, Haydn; Schumann: Op. 68.

COLLEGE COURSES.

1. **First-Year Piano.** Reimann, Germer, Gurlitt, Czerny, Germer studies selected from Op. 261, 821, 599, 139, 829, 630; Kohler: Op. 50, 526. Sonatinas, rondos, variations, etc., from Clementi, Kuhlau, Haydn, Mozart, Beethoven, Reinicke.

2. **Second-Year Piano.** Czerny; Germer: Studies from Op. 299, 834, 135, etc. Heller: Studies in rhythm and expression. Bach: Little Preludes, fugues, two-part inventions. Haydn; Mozart: Sonatas. Mendelssohn's "Songs Without Words." Best compositions from classic and modern composers.

3. **Third-Year Piano.** Bach, two and three-part inventions; Beethoven, Sonatas. Selections from Mendelssohn, Chopin, Schumann, Schubert, Weber, Hiller, Heller, Gade, Jensen, Bendel, Tchaikowsky.

4. **Fourth-Year Piano.** Mocheles, Op. 70. Kullak, School of Octaves. Bach, well-tempered clavichord. Beethoven, Sonatas. Mozart, Beethoven, Mendelssohn's concertos. Selections from Chopin, Schumann, Grieg, Raff, Nicode, Moskowsky, Philip Scharwenka, Xavier Scharwenka.

5. **Post-Graduate Piano.** Tausig, Daily Studies. Kullak, School of Octaves. Chopin, Studies, Op. 10 and 25. Rubinstein, Selected Studies. Bach, well-tempered clavichord, organ transcriptions. Mozart, Mendelssohn, etc., concertos. Beethoven, Schumann, Rubinstein, Hiller, Reinicke, Tausig, Liszt, Brahms, concert pieces. Advanced harmony, counterpoint, musical forms.

VIOLIN.

Mr. Roller.

1. **First Year.** Preparatory bowing and left hand studies. Hohmann; Practical Method, Vol. I, Henning, Violin School, Vol. I. Studies selected from Wohlfahrt, op. 45 and op. 74. Violin Duos by Gebauer, Campagnoli, Pleyal. Miscellaneous solos in easy positions.

2. **Second Year.** Exercises in scales, arpeggios and double-stops. Etudes by Dancla, Kayser, Mazas, Leonard, Sitt, Solos by Alard, Dancla, De Beriot, Bohm, Bodard, Drdla, Ensemble playing of easy works by Pleyal, Viotti, Mazas and Geminiani.

3. **Third Year.** Scale and chord studies by Hrimaly and Sevcik. Etudes by Kreutzer and Dont. Solos with piano accompaniment by Viotti, Kreutzer, Haendel David, Alard, Weinawski, De Beriot. Ensemble playing.

4. **Fourth Year.** Technical studies by Sevcik and Schradieck. Etudes by Fiorillo, Rode, Rovelli. Concertos, Sonatas and miscellaneous compositions by Bach, Mozart, Tartini, Bruch, Mendelssohn, Spohr, Vieuxtemps, Wieniawski, Dvorak. Ensemble playing. Preparation of a recital program for public performance will be required of each candidate for the diploma in Violin.

Piano. A sufficient mastery of piano to enable the student to play accompaniments acceptably.

VIOLONCELLO.

Mr. Roller.

1. **First Year.** Elementary studies by Dotzauer, Werner, Lee, Such. Easy solos and transcriptions by Squire, Brueckner, Schroder.

2. **Second Year.** Clef notation. Scales, arpeggios and thumb exercises. Lee, op. 31. Lee, op. 82. Dotzauer, op. 47. Solos by Noelck. Lee, Schulze, Godard, Saint-Saens.

3. **Third Year.** Dotzauer, op. 120. Merck, op. 11. Dotzauer, op. 54. Technical studies by Grutzmacher. Solos by Popper, Goltermann, Van Goens, Bargeil, Romberg. Performance in solos and ensemble.

VOICE.

Mr. Brandt.

Miss Keller.

The object of the Voice department is to develop and strengthen the singing voice, to establish, permanently, purity and sweetness of tone, and to secure resonance and accuracy of pitch. Physical training is given for health and bodily poise, and for lung expansion and elasticity of the muscles used in the process of tone production. The best of the old Italian method is combined with the modern application of Psychology. Lyric Diction, the study of

form and resonance, includes a thorough and comprehensive study of vowels and consonants and leads to the clear enunciation and correct pronunciation which is so valuable to speakers and singers. Faulty articulation is corrected.

For the completion of a four-year college curriculum in Voice sufficient knowledge in Piano to accompany accurately, elementary harmony, history of music, appreciation, and two years in theory are required.

1. **First-Year Voice.** Fundamentals; Breath; form; resonance; sustained tones; scales; arpeggios; distinct articulation; easy songs. Twice a week, 1½ hours.

2. **Second-Year Voice.** Continuation of First-Year Voice with exercises to increase flexibility; slow trill; sostenuto exercises; tone coloring; art songs. Twice a week, 1½ hours.

3. **Chorus.** Advanced sight singing; part songs; phrasing; tone coloring; artistic interpretation. Special programs. Three times a week. 1 hour.

4. **Third-Year Voice.** Exercises to increase fluency, depth of tone, and a mastery of embellishments; songs and arias. Twice a week, 1½ hours.

ELEMENTARY THEORY.

Miss Miller.

This course provides instruction in the elements of music and includes a study of the following topics: Clefs, signification and origin; construction of major scale, without key signature; technical names of scale tones, tonic, dominant, and so forth; harmonic and melodic minor scales; notation of chromatic scale with key signature; intervals and triads and their inversions. 1½ hours.

HARMONY.

Mr. Brandt.
Miss Miller.

1. **First Year.** Primary work in intervals, scale and chord construction. Original work in melody writing. Two and four-part harmony writing, with study of triads, chords of the 7th and 9th, and modulation.

2. **Second-Year.** Key relation and modulation, chromatically altered chords, suspensions, organ point, etc., and analysis.

3. **Third-Year.** Post-graduate course. Counterpart and Form.

HISTORY OF MUSIC.

Mr. Brandt.

Music of primitive peoples, music of the Greeks, development of the scale, ecclesiastical system, the rise and growth of polyphony, the oratorio and the opera, classical school, development of instruments, the modern orchestra; modern forms, vocal and instrumental; musical education in America. 2 hours.

MUSIC APPRECIATION.

Miss Town.

This course is designed to acquaint the student with standard vocal and instrumental composition, and to develop intelligent listening. The piano and Victor records are used for illustration and to assist in study. Required of all students working for a diploma or a degree in music. 1 hour.

THE COLLEGE ORCHESTRA.

Mr. Roller.

The College Orchestra offers exceptional advantages to students of orchestral instruments. This organization has reached a standard of excellence not generally found in orchestras composed of amateur players. Frequent recitals are given throughout the year. Compositions of the better class, in a variety of styles, are played in order that the student may gain a fairly broad experience and appreciation. Weekly rehearsals are held. Candidates for admission may enter at any time upon arrangement with the director.

THE COLLEGE BAND.

Mr. Roller.

This popular organization has a membership of about twenty-five players. Regular meetings are held during the fall and winter terms and the services of the band are much in demand at college activities. The College owns a number of splendid instruments which are available for the use of the band.

THE CHORAL CLUB.

Mr. Brandt.

The Choral Club was organized at the beginning of the fall term, 1919, for the purpose of studying the larger oratorios and cantatas and for fostering a love of better music in the College

and the city. The Choral Club is open to all students who wish to enter, and the only requirements are that each entrant shall possess a voice of medium range and shall be willing to attend rehearsals faithfully. During the college year of 1919-20 the Club, consisting of ninety voices, very successfully presented two large oratorios, "The Creation," by Haydn, and "The Stabat Mater," by Rossini. One term's credit is given to each student member.

THE MEN'S GLEE CLUB.

Mr. Brandt.

Membership in The Men's Glee Club is open to all men who are students in the Teachers College. Individual appointments for prospective members are made the first week of the fall term, at which time voices are tried out and placed where they will best blend in the ensemble singing of the club. Distinct articulation, interpretation of songs in various moods, shading, attack and release, and precision in general ensemble singing are the chief advantages offered in training. The Club holds regular weekly rehearsals and has its own organization. Numerous programs are presented throughout the year. The Club last year attained a very gratifying standard of excellence and success for this year is assured.

PUBLIC SCHOOL MUSIC.

Miss Vieh.

JUNIOR-COLLEGE COURSES.

1. Public-School Music. This course gives a knowledge of notation, construction of major and minor chromatic scales, sight singing, two-part singing, round and canon, rote songs, monotone, ear training, and tone thinking. Selected rote songs are learned and sung in the class and practice is given in how to teach them. Five times a week. 3 hours.

2. Public-School Music. This course is a continuation of Course 1, dealing with the problems of teaching Music in the high school. It includes a consideration of the music to be used for the various activities in the high school, of glee clubs, orchestra, appreciation, conducting, advanced sight-singing, study of the intervals, triads, chord construction, bass clef, three-and four-part singing and ear training. Five times a week. 3 hours.

3. **Sight Singing, Tone Thinking and Ear Training.** Sight singing develops speed in determining what the notation means and skill in its vocal production. The aim of the work is to provide the training necessary for all forms of musical activity. Tone thinking and ear training are basic for all singers, players and Public-School Music teachers. They give practice in describing both orally and in writing, what is heard in Music. Prerequisite, Public-School Music 1. Five times a week. 3 hours.

SENIOR-COLLEGE COURSES.

101. **Methods of Teaching Public-School Music.** This is a special course for students preparing themselves as teachers of Public-School Music. This course gives a knowledge of the music to be used and the method to be employed in teaching, from the first grade through the sixth grade. Choice rote songs are learned and sung in the class. Practice is given in how to teach them. Observation of lessons to children. Prerequisites, Courses 1 and 2. 3 hours.

102. **Supervision of Public-School Music.** This course deals with the problems of the supervisor and the principles that should guide in planning Music courses for schools; and with methods for applying such principles from the first grade through the high school. It affords opportunity for observation and for teaching Music in the Training School. Practical work is given in the various high-school activities and in the College Glee Clubs, Orchestra and Chorus. Prerequisite, Methods of Teaching Public-School Music. 3 hours.

103. **Chorus Singing and Conducting.** How to handle the baton; fundamentals of chorus interpretation; preparation of typical programs, giving reasons for choice and order of compositions; review of materials suitable for school choruses, operettas, cantatas, and oratorios in the high school; organization of a high-school orchestra; practice in chorus singing, including singing in the Glee Clubs; conducting by members of the class. 3 hours.

Four-Year Curriculum in Public-School Music. Students who desire to prepare especially for teaching and supervising Public-School Music should complete the curriculum, leading to degree of B. S. in Education, which is outlined as follows:

FIRST YEAR.

First Term.	Hours.	Second Term.	Hours.
Public-School Music 1-----	1½	Public-School Music -----	1½
Voice and Piano-----	3	Voice and Piano-----	3
English -----	3	English -----	3
Physics -----	3	Physics -----	3
Psychology -----	3	School Management -----	3
Chorus -----	1	Chorus -----	1
Art -----	1½	Art -----	1½
Physical Training -----	1	Physical Training -----	1

SECOND YEAR.

Sight Singing and Ear Training 1½	Methods in Public-School Music 3
Voice and Piano ----- 3	Voice and Piano ----- 3
Harmony ----- 3	Harmony ----- 3
Modern Language ----- 3	Modern Language ----- 3
Principles of Teaching----- 3	Teaching Music in the Grades-- 3
Music Appreciation ----- 1½	Physical Training ----- 1
Physical Training ----- 1	

THIRD YEAR.

Science ----- 3	Science ----- 3
Voice, Piano, Violin----- 1½	Voice, Piano, Violin----- 3
Chorus Conducting ----- 1½	History ----- 3
History ----- 3	Modern Language ----- 3
Modern Language ----- 3	Vocal Expression ----- 3
Vocal Expression ----- 3	

FOURTH YEAR.

Voice, Piano, Violin----- 3	Voice, Piano, Violin----- 3
History of Music----- 3	History of Music----- 3
English ----- 3	English ----- 3
Teaching Music in the High School ----- 3	Supervision of Public-School Music ----- 3
Elective ----- 3	Elective ----- 3

TUITION IN THE SCHOOL OF MUSIC.

Piano—One term, two lessons a week-----	\$24.00
Piano—One term, one lesson a week-----	15.00
Violin—One term, two lessons a week-----	24.00
Voice—One term, two lessons a week-----	24.00
Voice—One term, one lesson a week-----	15.00
Voice—One term, one lesson a week for class of three or four-----	7.00
Harmony, Second and Third Years—One term, two lessons a week-----	24.00
Practice on piano, one hour a day, for term of sixteen weeks-----	3.00
Practice on piano each hour above one hour a day for a term of sixteen weeks -----	2.00

REGISTER OF STUDENTS.

COLLEGE CLASSES OF 1919

FOUR-YEAR CURRICULA.

Degree—Bachelor of Science in Education.

Graduating August 8, 1919.

Abernathy, Duke Ewing, Perryville.	Hyatt, Chistiana, Springfield.
Dearmont, Ellen Hunter, Cape Girardeau.	Medley, Frederica, Jackson.
Glover, Mary Shirley, Farmington.	Myers, Vest Cleveland, Lutesville.
Harty, John Henry, Desloge.	Town, Ruth, Cape Girardeau.
Houston, John William, Bolivar.	Weirich, Laura Luella, Spring Bluff.
Wilson, Milbourne Otto, Ellington.	

Graduating April 16, 1920.

Baechle, Peter August, Zell.	Opitz, George Wallace, Owensville.
Caruthers, Thomas Jefferson, Cape Girardeau.	Pott, Curt William Frederick, Cape Girardeau.
Davis, George, Hornersville.	Stubblefield, Henry Ingham, Chaffee.
Elkins, Sallye Martha, Ponder.	Thomsen, Lillian Clara, Farmington.
England, Dorothy, Cape Girardeau.	
Miller, Eunice Mae, Aid.	Wilson, Grace Senne, Cape Girardeau.

Degree—Bachelor of Science in Home Economics.

Graduating August 8, 1919.

Hess, Mary Isabel, Sikeston.

Graduating April 16, 1920.

Knepper, Gertrude Nicodemus, Skidmore.

THREE-YEAR CURRICULA.

Diploma with Force of Life State Certificate.

Graduating August 8, 1919.

Davis, George, Hornersville.	Hoffman, Henry Theodore, Jackson.
Day, Grace Opal, Cape Girardeau.	Randles, Jennie Loretta, Poplar Bluff.
Fenwick, Clotilda May, Perryville.	Saupe, Mildred Winn, Cape Girardeau.
Flinn, Edna Margaret, St. Louis.	Smith, Gertrude Ryland, Wellston.
Fox, Burwell, Cape Girardeau.	Stumm, Helen, Cape Girardeau.
McClure, Katherine, DeSoto.	Walker, Bunny, Oak Ridge.
Wilson, Grace Senne, Cape Girardeau.	

Graduating April 16, 1920.

England, Katheryn, Cape Girardeau.	Masterson, Robert Ralph, Morehouse.
Wilson, Mary, Cape Girardeau.	

Register of Students

TWO-YEAR CURRICULA.

Diploma with Force of Life State Certificate.

Graduating August 8, 1919.

Adams, Donnie Fay, N. Little Rock, Ark.	McCullough, Minnie Myrtle, Lutesville.
Baechle, Peter August, Zell.	McCullough, Mencie Frances, Alton.
Barron, Harriet Garnett, Clayton.	McGahan, Genevieve Edith, Flat River.
Beinke, Marie Emma, Union.	McKemy, Sallie Teaford, Hardin.
Bennett, Vivian Elvira, Bridgeton.	McLain, Nelle Laura, Cape Girardeau.
Brieme, Addie Mae, Bonne Terre.	McNabb, Hendrix Hilliard, Doniphan.
Bryan, Agnes Adale, St. Louis.	Marshall, Dola, Benton.
Casey, Elmora, Fredericktown.	Marshall, Dora, Cape Girardeau.
Chambers, Allie Elyza, St. Louis.	Mattingly, Alice Laura, Charleston.
Clark, Cornelia Frances, Amorita, Okla.	Mergentheimer, Selma Mae, Flat River.
Dearing, Mary, Mexico.	Merrell, Mae, Caruthersville.
Diggs, Mary Burch, New Haven.	Morris, Virginia Adelaide, Malden.
Driskill, Mellie, Oran.	Murphy, Edna Jane, Hermann.
England, Katheryn, Cape Girardeau.	Nevins, Hazel Myree, Cape Girardeau.
Estes, Kate Lou, Bufordville.	Perry, Marietta Sybil, St. Louis.
Farrar, Verda Norene, Advance.	Pierce, Roscoe Milan, Marble Hill.
Fuhlhage, Alice, St. Louis.	Poeschel, Alma Ethel, Hermann.
Green, Aryls, Cape Girardeau.	Poston, Joyce Belle, Bonne Terre.
Green, Anice Pearl, Cape Girardeau.	Poyner, Chloe, St. Louis.
Grojean, Emma Lee, Dexter.	Price, Edna Olive, Seventy-six.
Handlon, Matilda Grace, Wellston.	Proffer, Lela Estella, Cape Girardeau.
Hargrove, John Porter, Ellington.	Reaves, Gladys Eloise, Portageville.
Hay, Rowena, Sikeston.	Reed, Maude Jane, Advance.
Jones, Clara Maude, Marble Hill.	Reisenbichler, Esther Ross, Cape Girardeau.
Kelly, Anna Kanatzar, Mexico.	Robins, Rita, Marble Hill.
Kendal, Alma Gertrude, Ironton.	Ruffin, Eula Davault, Hornersville.
LaPierre, Mary Crosby, Jackson.	Russell, Benjamin Franklin, Brunot.
Lauerman, Frieda Augusta, Kirkwood.	Stites, Katherine Marguerite, Barnhart.
Lee, Bertha Pearl, Libertyville, Ill.	Swann, Carrie Blanche, Cape Girardeau.
Loud, Helen Eileen, New Madrid.	Turner, Edith, Oak Ridge.
Luetjen, Ida Rebecca, Stover.	Yeager, Pearl Edna, Jefferson Barracks.

Graduating April 16, 1920.

Altheide, Helen Margaret, New Haven.	Huff, Stelle Alene, Millersville.
Armstrong, Agnes Annette, Cape Girardeau.	Jackson, Grace Murray, Deslodge.
Bahn, Evelyn McClure, Cape Girardeau.	LaPierre, Martine Belle, Jackson.
Baker, Sarah Orel, Elvins.	Licklider, Raymond Elmer, Cuba.
Beeler, Daisy Virginia, Sullivan.	Liebig, Catheryn Agnes, Crescent.
Bloom, Grace Estelle, Farmington.	McGhee, Alta May, Williamsville.
Clippard, Eulah, Oak Ridge.	March, Pearl, Bloomfield.
Cunningham, Mary Pauline, Farmington.	Miller, Irene Marjorie, Jackson.
Donaldson, Madge, Kennett.	Oliver, Ruth, Rombauer.
Ford, Royal Ernest, Oak Ridge.	Pulliam, Robert Randall, Birch Tree.
Frie, Ella Eulalie, Senath.	Pulliam, Walter Lafayette, Birch Tree.
Grojean, Margaret Helen, Dexter.	Reynolds, Judson McKinley, Bloomfield.
Gruner, Lillian Marion, Doe Run.	Roberts, Jessie Louise, Festus.
Hall, Mary, Cape Girardeau.	Stevenson, Clara Delphine, Greenville.
Harris, Wilma Evelyn, Oran.	Strong, Vivian Irlene, Jackson.
Haw, Mary Lavinia, St. Louis.	Ware, Willa, Farmington.
Huck, Catherine Ursula, Ste. Genevieve.	Westover, Laura Elta, Farmington.

CERTIFICATE CLASSES.

Elementary Professional Certificate.

August 8, 1919.

Abernathy, Corinne Isabel, Cape Girardeau. Liley, Norty, Lutesville.
 Altheide, Edna Catherine, New Haven. Loyd, Blanche Elrena, Winona.
 Bernard, Esther Katherine Louise, Jefferson. Loyd, Pauline, Winona.
 Barracks.
 Bess, Julia Anne, Marble Hill.
 Black, Allie Mae, Jackson.
 Black, Lloyd Vernon, Knob Lick.
 Boggess, Mabel Josephine, Richmond.
 Boggess, Mary Drusilla, Richmond.
 Borer, Linnie, Caruthersville.
 Brooks, Bessie Mae, Greenville.
 Brooks, Frederick Edwin, Brunot.
 Brent, Florence Pamela, Farmington.
 Carr, Sarah McCarty, Sikeston.
 Chapman, Halline Elodie, Cape Girardeau.
 Chapman, Vera Edith, Cape Girardeau.
 Collins, Granville Eugene, Advance.
 Connelly, Audie Pearl, Campbell.
 Cox, Edna Earl, Diehlstadt.
 Craft, Jesse Herman, Neely's Landing.
 Crawford, Cora, Bernie.
 Crowell, Elizabeth Norman, Doniphan.
 Dale, Jennie Anna, Florissant.
 Dent, Theresa Alice, Salem.
 Drew, Lucy Lillian, East Prairie.
 Dunlap, Ruby Eugenia, Kennett.
 Dunn, Zelma Ethel, Bloomfield.
 Farrow, Mary Allena, Malden.
 Ford, Royal Ernest, Oak Ridge.
 Ford, Lloyd, Oak Ridge.
 Fugate, Ena Lillian, Doniphan.
 Fugate, Ruth Vashti, Doniphan.
 Funk, Ernest Marvin, Annapolis.
 Funke, Herbert Christopher, Union.
 Gamble, Hattie, Herculaneum.
 Gentles, Miriam, Webster Groves.
 Gideon, Lasca, Doe Run.
 Godsey, Lucy, Clarkton.
 Goodman, Glenn Mayfield, Advance.
 Graves, Carl Albina, Bloomfield.
 Gruebbel, Ella Clara, New Haven.
 Hartman, Philip Cary, Centerville.
 Heinrich, Charlotte Anne, St. Louis.
 Hill, Robert Russell, Charleston.
 Houser, Esther, Flat River.
 Howard, William Sherman, Cape Girardeau.
 Hutchens, Lucy Amy, Senath.
 James, Verna May, Clarkton.
 James, Lillian Agnes, Clarkton.
 Johnson, Ella Mae, Piedmont.
 Johnson, Bernice Irene, Piedmont.
 Johnson, Benjamin Franklin, Huntsville.
 Jones, Ollie Belle, Dexter.
 Joyce, Maple Monroe, Cape Girardeau.
 Juncker, Mary Lydia, Festus.
 Knox, Marietta, Brazeau.
 Knudson, Rintna Mae, Illipolis, Ill.
 Koch, Jessie Dena, Jackson.
 Layne, Melva Dewey, Elvins.
 Liebig, Mary Pauline, Crescent.
 Zimmerman, Clarissa Elizabeth, Advance.
 McCullough, Jesse Wilson, Lutesville.
 McLeakey, Essie Lee, Campbell.
 McNeely, Lois Allene, Jackson.
 McNew, Vern, St. Louis.
 Matlock, Nadine Ransom, St. James.
 Magill, Barbara Elizabeth, Fredericktown.
 Medley, Lucretia, Campbell.
 Milam, Geraldine Pluma, Campbell.
 Miller, Helen Joan Cecilia, Ferguson.
 Murrill, Louise, Bonne Terre.
 Newcomb, Elizabeth Summers, St. Louis.
 O'Neal, Blanche Gladys, Frankclay.
 Ossenfort, William Frederick, Centaur Station.
 Osterman, Lillie Marie, St. Louis.
 Overall, Anna Elizabeth, Farmington.
 Palmer, Eric, Mammoth Spring, Ark.
 Pender, Eva Florence, Jackson.
 Penny, Willie Lucille, Oak Ridge.
 Propst, Kergie Victaw, Hayti.
 Puttman, Eleanor, Farmington.
 Putnam, Lillian, Parma.
 Purves, Janette Hunter, St. Louis.
 Radcliffe, Ruby Morris, Matthews.
 Raines, Martha, Farmington.
 Ransburgh, Hazel, New Madrid.
 Revelle, Audrey Jamison, Marble Hill.
 Riley, Edna, New Madrid.
 Rosenstengle, Doe Run.
 Schwentker, Clara Charlotte, New Haven.
 Sebastian, Mary Elizabeth, Fredericktown.
 Shell, Frederick Mason, Oak Ridge.
 Shoults, Willie Ila, Jackson.
 Simmons, Arthur Ulen, Advance.
 Smart, Eunice, Charleston.
 Smith, Glenn Carl, Fruitland.
 Smith, Shelby Owen, Cape Girardeau.
 Stecker, Edith Delphine, Clayton.
 Steiner, Alma Helena, Doe Run.
 Stafford, Emma Davidson, St. Louis.
 Stubblefield, Robert Lee, Centralia.
 Tappmeyer, Paul August, Owensville.
 Taylor, Mary Eunice, Salem.
 Tetley, Laurene Dobbins, Farmington.
 Thomas, Robert Walter, Madison.
 Thurman, Ethel Irene, Desloge.
 Tuttle, Lola, Bernie.
 Van Amburgh, Albert Lee, Lutesville.
 Wallis, Charles James, Marquand.
 Waltrip, Nelle Victoria, Campbell.
 Ware, Willa, Farmington.
 Williams, Ardis, Campbell.
 Wieth op, Martha Margaret, Jefferson Barracks.
 Wilson, Roy Cecil, Fortuna.
 Worland, Roy Sylvester, Montgomery City.
 Yeager, Sarah Malitta, Farmington.

Regents Certificate.

April 16, 1920.

Abernathy, Lola Idell, Cape Girardeau.	Hubbard, Josephine Elizabeth, Clarkton.
Beeler, Grace Evadna, Sullivan.	Hutson, Neta Sally, Jackson.
Blackwell, Mary Virginia, Morehouse.	Juncker, Florence Carnelis, Festus.
Byars, Mary Barmore, Caruthersville.	McCallister, Eula, Blodgett.
Dalton, Jesse Leland, Cape Girardeau.	McLaughlin, Clara Mabel, Webster Groves.
Davis, Edna Mabel, Chaffee.	McNeely, Bessie, Cape Girardeau.
Diamont, Ruth Jane, Jonesboro, Ark.	Miles, John Thomas, Farmington.
Dunn, Alker Lillian, Bloomfield.	Morton, Mattie Dene, Jackson.
Gill, Hettie Poe, Bloomfield.	Ossenfort, Dovie Rosalie, Centaur Station.
Hagy, Alma, Dexter.	Perrin, Inez Olivette, Ellisnore.
Harper, Archie Edward, Dexter.	Russell, Lucy, East Prairie.
Hart, Mary Flora, Caruthersville.	Settle, Newton Grant, Cape Girardeau.
Hill, Annabel, Bonne Terre.	Sharp, William Byron, Marston.
Sloan, Ophelia Lillian, Caledonia.	

Rural-School Certificate.

Anderson, Lillian May, Jackson.	Moranville, James Benedict, St. Marys.
Benjamin, Lucy Octavia, Bernie.	Nebelsick, Alvin, Owensville.
Bondurant, Edna Rebecca, Commerce.	Roberts, Loy Newton, Matthews.
Carnahan, Albert Sydney Johnson, Ellsinore.	Winters, Cornelia Pansy, Oran.
Eldracher, Nora Mary, Laffin.	

ANNUAL ENROLLMENT—APRIL 1919 to APRIL 1920.

NAME	CLASS	ADDRESS	COUNTY
Abernathy, Belva Margaret	Coll. Fr.	Lutesville	Bollinger
Abernathy, Corrinne Isabell	Coll. Soph.	Cape Girardeau	Cape Girardeau
Abernathy, Duke Ewing	Coll. Senior	Perryville	Perry
Abernathy, Eula Idell	Coll. Fr.	Cape Girardeau	Cape Girardeau
Adams, Anna Lucille	Coll. Soph.	Cape Girardeau	Cape Girardeau
Adams, Donnie Fay	Coll. Junior	N. Little Rock, Ark.	
Alexander, Iva D.	Coll. Fr.	Cape Girardeau	Madison
Allbright, Nettie	Coll. Junior	Marquand	Ste. Genevieve
Allen, Penelope Dorothy	Coll. Fr.	St. Marys	Scott
Allen, Robert Benjamin	Coll. Fr.	Blodgett	New Madrid
Allen, Sarah Bollinger	Coll. Fr.	New Madrid	Cape Girardeau
Alley, Ruth Ora	Coll. Fr.	Chaffee	Scott
Altheide, Edna Catherine	Coll. Soph.	New Haven	Franklin
Altheide, Helen Margaret	Coll. Soph.	New Haven	Franklin
Althuser, William Herman	Coll. Soph.	Caledonia	Washington
Anderson, Essie Mae	Coll. Fr.	Patterson	Wayne
Anderson, Lillian May	Coll. Fr.	Jackson	Cape Girardeau
Anthony, Clara Bae	Coll. Fr.	Fredericktown	Madison
Arisman, Cora Olive	Coll. Fr.	Bonne Terre	St. Francois
Armstrong, Agnes Annette	Coll. Soph.	Cape Girardeau	Cape Girardeau
Aycock, Ruth Marie	Coll. Soph.	East Prairie	Mississippi
Baechele, Peter August	Coll. Junior	Zell	Ste. Genevieve
Bahn, Evelyn McClure	Coll. Soph.	Cape Girardeau	Cape Girardeau
Bahn, Mary Lucile	Coll. Fr.	Cape Girardeau	Cape Girardeau
Bailey, Lucille Spooner	Coll. Fr.	St. Louis	
Baker, Madison Wayne	Coll. Junior	Bismarck	St. Francois
Baker, Sarah Orel	Coll. Soph.	Elvins	St. Francois
Barger, Ethel Cordelia	Coll. Fr.	Buffalo, Ill.	
Barger, Lilly Marie	Coll. Fr.	Buffalo, Ill.	
Barnes, Merlin	Coll. Soph.	Cape Girardeau	Cape Girardeau
Barnes, Mildred Pauline	Coll. Fr.	East Prairie	Mississippi
Barnett, Alvey Jefferson	Spec.	Arbryd	Dunklin
Barnett, Vernetta Murchison	Coll. Fr.	Charleston	Mississippi
Barrett, Alonzo Cecil	Coll. Fr.	Poplar Bluff	Butler
Barron, Harriet Garnett	Coll. Soph.	Clayton	St. Louis
Beeler, Daisy Virginia	Coll. Soph.	Sullivan	Franklin
Beeler, Grace Evadna	Coll. Fr.	Sullivan	Franklin
Beinke, Marie Emma	Coll. Soph.	Union	Franklin
Benjamin, Lucy Octavia	Coll. Fr.	Bernie	Stoddard
Bennett, Mary Catherine	Coll. Fr.	Greenville	Wayne
Bennett, Vivian Elvira	Coll. Soph.	Union	Franklin
Bernard, Esther Katherine			
Louise	Coll. Fr.	Jefferson Barracks	St. Louis
Bingenheimer, Levi Edwin	Coll. Fr.	Jackson	Cape Girardeau
Bishoff, Margie	Coll. Fr.	Bloomfield	Stoddard
Bissell, Sue	Coll. Fr.	Illmo	Scott
Black, Aline Mae	Coll. Fr.	Knob Lick	St. Francois
Black, Donald Dale	Coll. Fr.	Cape Girardeau	Cape Girardeau
Black, Lloyd Vernon	Coll. Soph.	Cape Girardeau	Cape Girardeau
Black, Nellie Irene	Coll. Fr.	Elvins	St. Francois
Blackman, Harold Stephen	Coll. Junior	Parma	New Madrid
Blacklock, Agnes	Coll. Soph.	Poplar Bluff	Butler
Blackwell, Mary Virginia	Coll. Fr.	Morehouse	New Madrid
Blair, Eugenia Cecilia	Coll. Fr.	DeSoto	Jefferson
Blanton, Zella Myrtle	Coll. Fr.	Bismarck	St. Francois
Bloom, Grace Estelle	Coll. Soph.	Farmington	St. Francois
Bloom, Irene Marguerite	Coll. Fr.	Flat River	St. Francois
Boggess, Mabel Josephine	Coll. Soph.	Richmond	Ray
Boggess, Mary Drusilla	Coll. Soph.	Richmond	Ray
Borer, Linnie	Coll. Soph.	Caruthersville	Pemiscot
Boswell, Bessie Goldia	Coll. Fr.	Doe Run	St. Francois
Bowling, Jessie Beatrice	Coll. Fr.	Farmington	St. Francois
Brantley, Mary Emma	Coll. Junior	St. Louis	
Bremerman, Alma Louise	Coll. Fr.	Cape Girardeau	Cape Girardeau
Bremerman, Norma Willa	Coll. Fr.	Cape Girardeau	Cape Girardeau
Brent, Bertha Beatrice	Coll. Fr.	Festus	Jefferson

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NAME	CLASS	ADDRESS	COUNTY
Brent, Florence Pamela-----	Coll. Fr.	Farmington	St. Francois
Brieme, Addie Mae-----	Coll. Soph.	Bonne Terre	St. Francois
Brooks, Bessie Mae-----	Coll. Fr.	Greenville	Wayne
Brooks, Frederick Edwin-----	Coll. Soph.	Brunot	Wayne
Browne, Anna Lois-----	Coll. Fr.	Corning, Ark.	
Brucher, Helen Louise-----	Coll. Junior	Cape Girardeau	Cape Girardeau
Brucher, Mary Bryan-----	Coll. Senior	Cape Girardeau	Cape Girardeau
Bruening, Elsa Anna-----	Coll. Soph.	Jackson	Cape Girardeau
Brundrett, Norval Reed-----	Spec.	Commerce	Scott
Bryan, Agnes Adale-----	Coll. Soph.	St. Louis	
Buck, Lucille-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Buckey, Bernice-----	Coll. Soph.	Iron	Iron
Bunch, Jackson Pilgrim-----	Coll. Fr.	McClure, Ill.	
Bunyard, Eleanor Bly-----	Coll. Soph.	Piedmont	Wayne
Burford, John Anson-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Burford, Maryata-----	Coll. Junior	Cape Girardeau	Cape Girardeau
Burge, Floyd-----	Coll. Junior	Puxico	Stoddard
Burks, Eugenia-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Burns, Lloyd Raymond-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Byars, Mary Barmonne-----	Coll. Fr.	Caruthersville	Pemiscot
Byington, Pauline Haile-----	Coll. Junior	Farmington	St. Francois
Cain, Lula Harris-----	Coll. Fr.	Charleston	Mississippi
Caldwell, Mary Elizabeth-----	Coll. Fr.	Marble Hill	Bollinger
Cantrell, Frank William-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Caruthers, Thomas Jefferson-----	Coll. Senior	Cape Girardeau	Cape Girardeau
Carnahan, Albert Sidney Johnston-----	Coll. Fr.	Ellsinere	Carter
Casey, Elmora-----	Coll. Soph.	Fredericktown	Madison
Caton, Thelma Lucille-----	Coll. Junior	Cape Girardeau	Cape Girardeau
Chambers, Allie Elyza-----	Coll. Junior	St. Louis	
Chandler, Frances Ruth-----	Coll. Fr.	East Prairie	Mississippi
Chandler, Lillian Lee-----	Coll. Soph.	Leadwood	St. Francois
Chapman, Halline Elodie-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Chapman, Ruby Ethel-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Chapman, Vera Edith-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Chostner, Mary Ethel-----	Coll. Fr.	Marble Hill	Bollinger
Clark, Cornelia Frances-----	Coll. Soph.	Amorita, Okla.	
Clark, Margaret-----	Coll. Senior	Havana, Kansas	
Clements, Daniel Wallace-----	Coll. Soph.	Grady, Ark.	
Clippard, Enlah-----	Coll. Soph.	Oak Ridge	Cape Girardeau
Clubb, Bertie Thelma-----	Coll. Fr.	Puxico	Stoddard
Cobble, Carl Walter-----	Coll. Jr.	Jackson	Cape Girardeau
Cobble, Flora Bella-----	Coll. Fr.	Kennett	Dunklin
Coffey, Lois May-----	Coll. Junior	Cape Girardeau	Cape Girardeau
Cole, Essie Marie-----	Coll. Fr.	Lutesville	Bollinger
Cole, Iva Caroline-----	Coll. Fr.	Lutesville	Bollinger
Collins, Granville Eugene-----	Coll. Soph.	Advance	Stoddard
Colmar, Harry Paul-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Connelly, Audie Pearl-----	Coll. Soph.	Campbell	Dunklin
Conrad, Imogene-----	Coll. Fr.	Campbell	Dunklin
Cooper, Ezbon-----	Special	Cape Girardeau	Cape Girardeau
Corder, Cornelia Evelyn-----	Coll. Fr.	Malden	Dunklin
Corrigan, Geraldine Winifred-----	Coll. Fr.	St. Louis	
Cory, Laura-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Cox, Edna Earl-----	Coll. Soph.	Diehlstadt	Scott
Craft, Jessie Herman-----	Coll. Soph.	St. Louis	
Crawford, Cora-----	Coll. Fr.	Bernie	Stoddard
Crecelius, Ervin Darwin-----	Coll. Soph.	St. Louis	
Crites, Hester Lorene-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Crow, Eldredge Price-----	Coll. Fr.	Lilbourn	New Madrid
Crowell, Elizabeth Norman-----	Coll. Soph.	Poniphan	Ripley
Crutcher, Amy Aloise-----	Coll. Fr.	DeSoto	Jefferson
Cunningham, Mary Pauline-----	Coll. Soph.	Farmington	St. Francois
Dabney, Richard Soddrell-----	Coll. Fr.	Atlanta	Macon
Dalton, Jesse Leland-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Darrell, Bessie Maurie-----	Coll. Fr.	Dexter	Stoddard
Daugherty, Archie Allen-----	Coll. Fr.	Jackson	Cape Girardeau
Davidson, Earl Walter-----	Coll. Senior	Williamsville	Wayne

NAME	CLASS	ADDRESS	COUNTY
Davidson, Trixy Ellen-----	Coll. Fr.	Clarkton	Dunklin
Davis, Edna Mabel-----	Coll. Fr.	Chaffee	Scott
Davis, Elizabeth Waples-----	Coll. Grad.	Cape Girardeau	Cape Girardeau
Davis, George-----	Coll. Senior	Hornersville	Dunklin
Davis, Ina Elizabeth-----	Coll. Fr.	Fredericktown	Madison
Day, Grace Opal-----	Coll. Junior	Cape Girardeau	Cape Girardeau
Dearing, Mary-----	Coll. Junior	Mexico	Audrain
Dearing, Martha Jane-----	Coll. Junior	Mexico	Audrain
Dearmont, Ellen Hunter-----	Coll. Senior	Cape Girardeau	Cape Girardeau
Deason, Myrtle Ida-----	Coll. Fr.	Bloomfield	Stoddard
Deck, Beulah Maude-----	Coll. Fr.	Glen Allen	Bollinger
Deck, Nelle Carolyn-----	Coll. Fr.	Glen Allen	Bollinger
Decker, Oscar Henry-----	Coll. Fr.	Sikeston	Scott
Deneke, Arthur Franklin-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Dent, Theresa Alice-----	Coll. Fr.	Salem	Dent
Devine, Hattie Fern-----	Coll. Soph.	Bi marck	St. Francois
Diamont, Ruth Jane-----	Coll. Soph.	Jonesboro, Ark.	Jefferson
Dickey, Ann Ethel-----	Coll. Fr.	Quaker	Washington
Dickey, Flo Ella-----	Coll. Soph.	New Haven	Franklin
Diggs, Mary Burch-----	Coll. Soph.	Kinsey	Ste. Genevieve
Ditch, Vallee Vetal-----	Special	Dexter	Stoddard
Dodson, Vara McNail-----	Coll. Soph.	Kennett	Dunklin
Donaldson, Madge-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Dorsey, Grace Pearl-----	Coll. Soph.	Farmington	St. Francois
Downing, Nellie Alexander-----	Coll. Fr.	East Prairie	Mississippi
Drew, Lucy Lillian-----	Coll. Fr.	Oran	Scott
Driskill, Mellie-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Drum, Clarence Gilman-----	Coll. Soph.	Kennett	Dunklin
Dunmire, Ruby Eugenia-----	Coll. Fr.	Bloomfield	Stoddard
Dunn, Alker Lillian-----	Coll. Fr.	Bloomfield	Stoddard
Dunn, Zelma Ethel-----	Coll. Fr.	St. Louis	Stoddard
Eckert, Eurilla Gwendolyn-----	Coll. Fr.	McClure, Ill.	
Edmundson, Richard Cecil-----	Coll. Soph.	Farmington	St. Francois
Edwards, Nan Josephine-----	Coll. Fr.	Laffin	Bollinger
Eldracher, Nora Mary-----	Coll. Fr.	Ponder	Ripley
Elkins, Sallye Martha-----	Coll. Senior	Broughton, Ill.	
Ellis, Bernard Edgar-----	Coll. Soph.	Broughton, Ill.	
Ellis, Robert Bertram-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Ellis, Lorene Walker-----	Coll. Senior	Pevely	Jefferson
Engelbach, Viola Aurelia-----	Coll. Soph.	Jackson	Cape Girardeau
Engelhart, Herbert-----	Special	Cape Girardeau	Cape Girardeau
England, Dorothy-----	Coll. Senior	Cape Girardeau	Cape Girardeau
England, Kathryn-----	Coll. Jr.	Cape Girardeau	Cape Girardeau
Erley, Clara Esther-----	Coll. Soph.	Burfordville	Cape Girardeau
Estes, Kate Lou-----	Coll. Soph.	St. Louis	Cape Girardeau
Evans, Ruth Riddle-----	Coll. Fr.	Hillsboro	Jefferson
Evans, Sadie-----	Special	Advance	Stoddard
Farrar, Verda Norene-----	Coll. Soph.	Malden	Dunklin
Farrow, Marye Alleene-----	Coll. Fr.	Malden	Dunklin
Ferguson, Bessie-----	Coll. Fr.	Perryville	Perry
Fenwick, Clotilda May-----	Coll. Jr.	Lithium	Perry
Fish, Estella Hobbs-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Fisher, Martin Clay-----	Coll. Soph.	Kennett	Dunklin
Fisher, Mary-----	Coll. Soph.	Altenberg	Perry
Fisher, Theodore-----	Coll. Soph.	St. Louis	
Flynn, Edna Margaret-----	Coll. Jr.	Oak Ridge	Cape Girardeau
Ford, Cletus London-----	Coll. Fr.	Gordonville	Cape Girardeau
Ford, Neva Eloise-----	Coll. Fr.	Oak Ridge	Cape Girardeau
Ford, Royal Ernest-----	Coll. Soph.	Advance	Stoddard
Poster, Cornelia Estelle-----	Coll. Fr.	Illipolis, Ill.	
Foster, Edith Adelaide-----	Coll. Fr.	Advance	Stoddard
Fowler, Adelaide Lela-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Fox, Burwell, Jr.-----	Coll. Jr.	Greenville	Wayne
Frederick, Flora Jane-----	Coll. Fr.	Senath	Dunklin
Frie, Ella Eulalia-----	Coll. Soph.	Doniphan	Ripley
Fugate, Ena Lillian-----	Coll. Soph.	Doniphan	Ripley
Fugate, Ruth Vashti-----	Coll. Soph.	St. Louis	
Fuhlhage, Alice-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Fulbright, Thomas Bryan-----	Coll. Fr.		

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NAME	CLASS	ADDRESS	COUNTY
Funk, Ernest Marvin	Coll. Soph.	Annapolis	Iron
Funke, Herbert Christopher	Coll. Fr.	Union	Franklin
Futrelle, Bertie Beurel	Coll. Fr.	East Prairie	Mississippi
Gamble, Hattie	Coll. Fr.	Herculaneum	Jefferson
Garner, Hazel	Coll. Fr.	Advance	Stoddard
Garner, Lila	Coll. Fr.	Poplar Bluff	Butler
Garner, Pansy	Coll. Fr.	Advance	Stoddard
Gary, Una Fay	Coll. Fr.	Doniphan	Ripley
Gentles, Miriam	Coll. Jr.	Webster Groves	St. Louis
Gideon, Lasca	Coll. Soph.	Doe Run	St. Francois
Glass, Kathryn Hunter	Coll. Fr.	Arlington, Ky.	
Glover, Mary Shirley	Coll. Senior	Farmington	St. Francois
Gockel, Cecilia	Coll. Fr.	Cape Girardeau	Cape Girardeau
Godsey, Lucy	Coll. Soph.	Clarkton	Dunklin
Goforth, Clifford	Coll. Fr.	Dexter	Stoddard
Goodin, James Wylie	Coll. Jr.	Caruthersville	Pemiscot
Goodman, Elsie	Coll. Fr.	Portageville	New Madrid
Goodman, Glenn Mayfield	Coll. Fr.	Advance	Stoddard
Grady, Thelma Estelle	Coll. Fr.	Desloge	St. Francois
Graham, Ruth Estelle	Coll. Jr.	Fredericktown	Madison
Grant, Anna May	Coll. Fr.	Ancell	Scott
Grant, Mattie Virginia	Coll. Fr.	Ancell	Scott
Green, Anice Pearl	Coll. Soph.	Cape Girardeau	Cape Girardeau
Green, Arlys	Coll. Jr.	Cape Girardeau	Cape Girardeau
Green, Elsa	Coll. Fr.	Cape Girardeau	Cape Girardeau
Green, George Norman	Coll. Soph.	Winona	Shannon
Greene, William McKinley	Coll. Soph.	Cape Girardeau	Cape Girardeau
Greenstreet, Opal Florence	Coll. Fr.	New Haven	Franklin
Grinstead, Nola May	Coll. Soph.	Braggadocio	Pemiscot
Grojean, Emma Lee	Coll. Soph.	Dexter	Stoddard
Grojean, Margaret Helen	Coll. Soph.	Dexter	Stoddard
Gross, Louise Marie	Coll. Soph.	Ironton	Iron
Bruebbel, Ella Clara	Coll. Soph.	New Haven	Franklin
Gruner, Lillian Marion	Coll. Soph.	Doe Run	St. Francois
Gum, Carl DeWitt	Coll. Soph.	Clarkton	Dunklin
Gyles, Rose Maurelian	Coll. Fr.	Chaffee	Scott
Hackworth, Leonard Monroe	Coll. Fr.	Ruble	Reynolds
Hagy, Alma	Coll. Fr.	Dexter	Stoddard
Haldaman, Daniel Harrison	Coll. Jr.	Jackson	Cape Girardeau
Hale, Hattie May	Coll. Fr.	Kennett	Dunklin
Hall, Marion Jack	Coll. Fr.	Cape Girardeau	Cape Girardeau
Hall, Mary	Coll. Soph.	Cape Girardeau	Cape Girardeau
Hall, Milford	Coll. Fr.	Dexter	Stoddard
Hambrick, Effie	Coll. Fr.	Caruthersville	Pemiscot
Hammonds, Isa	Coll. Soph.	Cape Girardeau	Cape Girardeau
Handlon, Matilda	Coll. Soph.	Wellston	St. Louis
Hanson, George Willard	Coll. Fr.	Ironton	Iron
Hargrove, John Porter	Coll. Jr.	Ellington	Reynolds
Harkey, Nola	Coll. Fr.	Senath	Dunklin
Harper, Grace Bryan	Coll. Fr.	Dexter	Stoddard
Harper, Archie Edward	Coll. Fr.	Dexter	Stoddard
Harris, Bessie	Coll. Fr.	Senath	Dunklin
Harris, Wilma Evelyn	Coll. Soph.	Oran	Scott
Harrison, Eula Agnes	Coll. Soph.	Sullivan	Franklin
Hart, Flora	Coll. Fr.	Caruthersville	Pemiscot
Hart, Lettie Mae	Coll. Fr.	Chesterfield, Ill.	
Hartman, Philip Carty	Coll. Fr.	Centerville	Reynolds
Harty, John Henry	Coll. Senior	Desloge	St. Francois
Harvey, Mary Lillian	Coll. Fr.	Kennett	Dunklin
Haupt, Lula Carolina	Coll. Fr.	Cape Girardeau	Cape Girardeau
Haw, Mary Lavinia	Coll. Jr.	St. Louis	
Hawkins, Bertha	Coll. Jr.	Cape Girardeau	Cape Girardeau
Hawkins, John Maude	Coll. Jr.	Summitt	Washington
Hawks, Eulalee	Coll. Fr.	Corning, Ark.	
Hayden, Nellie	Coll. Fr.	Sikeston	Scott
Hays, Virginia Irene	Coll. Soph.	Jackson	Cape Girardeau
Heath, Zelma Green	Coll. Soph.	Parma	New Madrid
Heinrich, Charlotte Ann	Coll. Fr.	St. Louis	

Southeast Missouri State College

NAME	CLASS	ADDRESS	COUNTY
Henley, Dorothy Marie	Coll. Fr.	Lutesville	Bollinger
Herbst, August William	Coll. Fr.	Farmington	St. Francois
Herter, Clema	Coll. Fr.	Campbell	Dunklin
Hess, Mary Isabell	Coll. Senior	Sikeston	Scott
Heuschober, Elbert Ernest	Coll. Fr.	Jackson	Cape Girardeau
Hill, Annabel	Coll. Fr.	Bonne Terre	St. Francois
Hill, Celeste Benham	Coll. Soph.	Dexter	Stoddard
Hill, Gordon Porter	Coll. Soph.	Dexter	Stoddard
Hill, Lela Mae	Coll. Fr.	East Prairie	Mississippi
Hill, Naomi Isabelle	Coll. Fr.	Farmington	St. Francois
Hill, Rob Russell	Coll. Fr.	Charleston	Mississippi
Himmelberger, John Marshall	Coll. Jr.	Cape Girardeau	Cape Girardeau
Hoffman, Henry Theodore	Coll. Jr.	Jackson	Cape Girardeau
Hoke, Evelyn	Coll. Fr.	Illioipolis, Ill.	
Horn, Eula	Coll. Fr.	Campbell	Dunklin
Hotson, Edith Dorothea	Coll. Fr.	Ironton	Iron
Houser, Dorothy Obedience	Coll. Fr.	Flat River	St. Francois
Houser, Esther	Coll. Fr.	Flat River	St. Francois
Houston, John William	Coll. Senior	Bolivar	Polk
Houston, Luvinia Eugenia	Coll. Jr.	Bolivar	Polk
Howard, Avis Glasgow	Coll. Fr.	Cape Girardeau	Cape Girardeau
Howard, Sarah Avis	Coll. Soph.	Cape Girardeau	Cape Girardeau
Howard, William Sherman	Coll. Soph.	Cape Girardeau	Cape Girardeau
Howard, Wilma Esther	Coll. Fr.	Cape Girardeau	Cape Girardeau
Hoy, Louis Benjamin	Coll. Jr.	Gideon	New Madrid
Hoy, Walter Reed	Coll. Fr.	Flat River	St. Francois
Hubbard, Josephine Elizabeth	Coll. Fr.	Clarkton	Dunklin
Huck, Catherine Ursula	Coll. Soph.	Ste. Genevieve	Ste. Genevieve
Hudelson, Ruth	Coll. Jr.	Poplar Bluff	Butler
Huff, Stella Alene	Coll. Soph.	Millersville	Cape Girardeau
Humphreys, Ruth	Coll. Soph.	Jackson	Cape Girardeau
Hunter, Isaac McMullin	Coll. Fr.	Cape Girardeau	Cape Girardeau
Hunter, Jesse Elmo	Coll. Fr.	Bismarck	St. Francois
Hurt, Ruth Lillian	Coll. Fr.	Illioipolis, Ill.	
Hutchens, Lucy Ann	Coll. Soph.	Senath	Dunklin
Hutchings, Lee Fisher	Coll. Fr.	St. Louis	
Hutson, Leta Ann	Coll. Fr.	Jackson	Cape Girardeau
Hutson, Neta Sally	Coll. Fr.	Jackson	Cape Girardeau
Hutton, Doris	Coll. Fr.	Kirkwood	St. Louis
Irwin, Isabel	Coll. Soph.	DeSoto	Jefferson
Jackson, Ethel May	Coll. Fr.	Charleston	Mississippi
Jackson, Grace Murray	Coll. Soph.	Desloge	St. Francois
James, Lillian Agnes	Coll. Soph.	Clarkton	Dunklin
James, Verna May	Coll. Soph.	Clarkton	Dunklin
Jenkins, Evelyn	Coll. Fr.	Oak Ridge	Cape Girardeau
Jennings, Katherine Lee	Coll. Fr.	Farmington	St. Francois
Johns, Ethel	Coll. Fr.	Piedmont	Wayne
Johns, Roe	Coll. Fr.	Piedmont	Wayne
Johnson, Benjamin Franklin	Coll. Fr.	Huntsville	Randolph
Johnson, Bernice Irene	Coll. Fr.	Piedmont	Wayne
Johnson, Nannie Christina	Coll. Soph.	St. Clair	Franklin
Johnson, Ruth	Coll. Fr.	Annisston	Mississippi
Jones, Clara Maude	Coll. Soph.	Marble Hill	Bollinger
Jones, Elsa Jane	Coll. Fr.	Greenville	Wayne
Jones, Nellie	Coll. Soph.	Maplewood	St. Louis
Jones, Ollie Belle	Coll. Soph.	Dexter	Stoddard
Joyce, Beatrice Isabelle	Coll. Fr.	Cape Girardeau	Cape Girardeau
Joyce, Maple Monroe	Coll. Soph.	Cape Girardeau	Cape Girardeau
Juncker, Florence Cornelia	Coll. Fr.	Festus	Jefferson
Juncker, Mary Lydia	Coll. Soph.	Festus	Jefferson
Jurecka, Ann Victoria	Coll. Soph.	Wellston	St. Louis
Keaton, Ora Ola	Coll. Jr.	Dexter	Stoddard
Keene, Ruth Elizabeth	Coll. Fr.	Poplar Bluff	Butler
Kelly, Anna Kanatzar	Coll. Soph.	Mexico	Audrain
Kendal, Alma Gertrude	Coll. Jr.	Ironton	Iron
Kent, Thomas Blake	Coll. Fr.	Malden	Dunklin
Kiehne, Freda Sophia	Coll. Fr.	Gordonville	Cape Girardeau
Killough, Lois Bradford	Coll. Jr.	Cape Girardeau	Cape Girardeau
Kinder, Lela	Coll. Soph.	Oak Ridge	Cape Girardeau

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NAME	CLASS	ADDRESS	COUNTY
Kinder, Lorenza Alvin-----	Coll. Fr.	Jackson	Cape Girardeau
Kinder Paul Morton-----	Coll. Fr.	Jackson	Cape Girardeau
Kinder Robert Lee-----	Coll. Fr.	Lutesville	Bollinger
King, Allie Acklin-----	Coll. Fr.	Alton	Oregon
Kirkland, Kenneth Kieth-----	Coll. Fr.	Flat River	St. Francois
Knepper Gertrude Nicodemus-----	Coll. Senior	Skidmore	Nodaway
Knight, Addie-----	Coll. Fr.	Malden	Dunklin
Knox, Marietta-----	Coll. Fr.	Brazeau	Perry
Knox, Mary Maude-----	Coll. Soph.	Jackson	Cape Girardeau
Knudson, Rintha Mae-----	Coll. Soph.	Illioopolis, Ill.	
Koch, Ella Louisa-----	Coll. Soph.	Jackson	Cape Girardeau
Koch, Jessie Dena-----	Coll. Soph.	Jackson	Cape Girardeau
Koeppel, Mabel Irene-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Lagas, Adolphus Noah-----	Coll. Fr.	Lutesville	Bollinger
Lane, Hazel Marie-----	Coll. Fr.	Brazeau	Perry
Langehennig, Edna Catherine-----	Coll. Jr.	Jackson	Cape Girardeau
Langenberg, Flora Ann-----	Coll. Fr.	Swiss	Gasconade
Langford, Sydney Morton-----	Coll. Jr.	Lexington	Lafayette
LaPierre, Guild Mazuret-----	Coll. Fr.	Jackson	Cape Girardeau
LaPierre, Martine Belle-----	Coll. Soph.	Jackson	Cape Girardeau
LaPierre, Mary Crosby-----	Coll. Soph.	Jackson	Cape Girardeau
Lauerman, Frieda Augusta-----	Coll. Soph.	Kirkwood	St. Louis
Layne, Melva Dewey-----	Coll. Fr.	Elvins	St. Francois
Lee, Bertha Pearl-----	Coll. Soph.	Libertyville, Ill.	
Lehr, John Henry-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Lehmey, Vivian Fay-----	Coll. Fr.	Benton	Scott
Leslie, Ruby Aldah-----	Coll. Fr.	Mil'rsville	Cape Girardeau
Licklider, Raymond Elmer-----	Coll. Fr.	Cuba, Star Station	Crawford
Liebig, Catherine Agnes-----	Coll. Soph.	Crescent	St. Louis
Liebig, Mary Pauline-----	Coll. Soph.	Crescent	St. Louis
Lightfoot, Chlara Lee-----	Coll. Jr.	Portageville	New Madrid
Liley, Norty-----	Coll. Fr.	Lutesville	Bollinger
Long, Carl Jennings-----	Special	Braggadocio	Pemiscot
Lott, George Henry-----	Coll. Fr.	Campbell	Dunklin
Loyd, Blanche Elvena-----	Coll. Soph.	Winona	Shannon
Loyd, Pauline-----	Coll. Soph.	Winona	Shannon
Lucas, Mabel Modean-----	Coll. Fr.	Brazil	Washington
Luckey, Orma-----	Coll. Fr.	Brazeau	Perry
Lueddecke, Herman Willis-----	Coll. Fr.	Pilot Knob	Iron
Luetjen, Ida Rebecca-----	Coll. Jr.	Stover	Morgan
Lynch, Leah Louise-----	Coll. Fr.	Malden	Dunklin
Lynn, Verna-----	Coll. Fr.	Clarkton	Dunklin
McBride, Ruth-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
McCallister, Eula-----	Coll. Fr.	Blodgett	Scott
McClure, Anna Maria-----	Coll. Senior	DeSoto	Jefferson
McClure, Katherine-----	Coll. Jr.	DeSoto	Jefferson
McCullough, Jesse Wilson-----	Coll. Soph.	Lutesville	Bollinger
McCullough, Mamie Frances-----	Coll. Soph.	Alton	Oregon
McCullough, Minnie Mildred-----	Coll. Soph.	Lutesville	Bollinger
McDonald, Maple Hobbs-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
McFerron, Edith-----	Coll. Fr.	Bloomfield	Dunklin
McGahan, Genevieve-----	Coll. Jr.	Flat River	St. Francois
McGahan, Helen Cathryn-----	Coll. Fr.	Flat River	St. Francois
McGee, Louise-----	Coll. Jr.	Sikeston	Scott
McGhee, Alta May-----	Coll. Soph.	Williamsville	Wayne
McGownd, Victoria Octavia-----	Coll. Fr.	Carthage	Jasper
McGrath, Josephine-----	Coll. Fr.	Webster Groves	St. Louis
McHenry, Drucilla-----	Coll. Fr.	Farmington	St. Francois
McIntosh, Theattus Ellis-----	Coll. Fr.	Red Bird	Gasconade
McKemy, Sallie Teaford-----	Coll. Senior	Hardin	Ray
McKinney, Esther Leora-----	Coll. Fr.	Ironton	Iron
McKinney, James William-----	Coll. Fr.	Ironton	Iron
McKinney, Leo Eudaley-----	Coll. Fr.	Grandin	Carter
McKnight, Roberta Vae-----	Coll. Soph.	Chaffee	Scott
McLain, Lucille-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
McLain, Nelle Leone-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
McLaughlin, Clara Mabel-----	Coll. Fr.	Webster Groves	St. Louis
McLaughlin, James Curtis-----	Coll. Fr.	Cape Girardeau	Cape Girardeau

Southwest Missouri State College

NAME	CLASS	ADDRESS	COUNTY
McNabb, Clara Morse	Coll. Fr.	Doniphan	Ripley
McNabb, Ella Morris	Coll. Senior	Doniphan	Ripley
McNabb, Hendrix Hilliard	Coll. Soph.	Doniphan	Ripley
McNay, Josephine Claire	Coll. Fr.	Pacific	Franklin
McNeely, Bessie	Coll. Fr.	Cape Girardeau	Cape Girardeau
McNeely, Eugene Johnson	Coll. Soph.	Jackson	Cape Girardeau
McNeely, Lois Alline	Coll. Soph.	Jackson	Cape Girardeau
McNew, Vern	Coll. Fr.	St. Louis	
McPherson, Charles Robert	Coll. Soph.	Bonne Terre	St. Francois
Mabuce, Virginia Janette	Coll. Fr.	Flat River	St. Francois
Magill, Barbara Elizabeth	Coll. Soph.	Fredericktown	Madison
Malcom, Wade Taylor	Coll. Fr.	Sikeston	Scott
Malone, James Lloyd	Special	Oak Ridge	Cape Girardeau
March, Pearl	Coll. Soph.	Bloomfield	Stoddard
Margrave, Mattie Maye	Special	Oak Ridge	Cape Girardeau
Marlin, Della Pearl	Coll. Fr.	Poplar Bluff	Butler
Marshall, Ben Marie	Coll. Fr.	Cape Girardeau	Cape Girardeau
Marshall, Dola Fannie	Coll. Soph.	Benton	Scott
Marshall, Dora	Coll. Soph.	Cape Girardeau	Cape Girardeau
Martin, Anna Jane	Coll. Fr.	Cornwall	Madison
Martin, William Warren	Coll. Jr.	Cape Girardeau	Cape Girardeau
Mason, Mabel Eileen	Coll. Fr.	Vanduser	Scott
Massey, Beulah	Coll. Fr.	Malden	Dunklin
Masterson, Lorene Ruth	Coll. Fr.	Jackson	Cape Girardeau
Masterson, Robert Ralph	Coll. Jr.	Morehouse	New Madrid
Mathey, Volla	Coll. Fr.	Campbell	Dunklin
Mathews, Robbie Fathelia	Coll. Fr.	Caruthersville	Pemiscot
Matlock, Nadine Ransom	Coll. Soph.	St. James	Phelps
Matthews, Cooper Walker	Coll. Fr.	Bloomfield	Stoddard
Mattingly, Allie Laura	Coll. Soph.	Charleston	Mississippi
Mayfield, Truman Merton	Coll. Fr.	Mayfield	Bellinger
Maze, Thelma Genevieve	Coll. Fr.	Poplar Bluff	Butler
Medcalf, Clarence Arthur	Special	Bloomfield	Stoddard
Medcalf, Pearl Nadine	Coll. Fr.	Bloomfield	Stoddard
Medley, Frederica	Coll. Senior	Jackson	Cape Girardeau
Medley, Lucretia	Coll. Fr.	Campbell	Dunklin
Medley, Lucy Bridges	Coll. Fr.	Campbell	Dunklin
Mergentheimer, Selma Mae	Coll. Soph.	Flat River	St. Francois
Merrell, Mae	Coll. Jr.	Caruthersville	Pemiscot
Milam, Geraldine Pluma	Coll. Fr.	Campbell	Dunklin
Milem, Iva Lavinia	Coll. Fr.	Sikeston	Scott
Miles, John Tom	Coll. Fr.	Farmington	St. Francois
Miller, Edith Merle	Coll. Fr.	Illmo	Scott
Miller, Eunice Mae	Coll. Senior	Aid	Stoddard
Miller, Helen Joan Cecilia	Coll. Soph.	Ferguson	St. Louis
Miller, Irene Marjorie	Coll. Soph.	Jackson	Cape Girardeau
Miller, Iva Beatrice	Coll. Fr.	Aid	Stoddard
Miller, Lila	Coll. Fr.	Cape Girardeau	Cape Girardeau
Mills, Edyth Cora	Coll. Fr.	Frankelay	St. Francois
Minich, Christine	Coll. Fr.	West Plains	Howell
Minks, Cora Helen	Coll. Fr.	Stanton	Franklin
Minton, Myrtle	Coll. Fr.	Dexter	Stoddard
Misfeldt, Frieda	Coll. Fr.	Blcdgett	Scott
Mitchell, Blanche Allen	Coll. Fr.	Cape Girardeau	Cape Girardeau
Mitts, Ethel Mae	Coll. Fr.	Fredericktown	Madison
Mitts, Maude Kathryn	Coll. Fr.	Fredericktown	Madison
Moeller, Alfred Frederick	Coll. Fr.	Friedheim	Cape Girardeau
Monk, Herbert Lee	Coll. Fr.	Puxico	Stoddard
Moore, Clarence Lee	Coll. Senior	Sikeston	Scott
Moore, Helen Stuart	Coll. Fr.	Cape Girardeau	Cape Girardeau
Moore, Jewel Elizabeth	Coll. Soph.	Bloomfield	Stoddard
Moore, Katherine	Coll. Fr.	Cape Girardeau	Cape Girardeau
Moore, Marie Alan	Coll. Fr.	East Prairie	Mississippi
Moore, Wilma Elleyne	Coll. Soph.	Union	Franklin
Moranville, James Bernard	Coll. Fr.	St. Mary's	Ste. Genevieve
Morris, Virginia Adelaide	Coll. Soph.	Malden	Dunklin
Morton, Anita Fern	Coll. Fr.	Cape Girardeau	Cape Girardeau
Morton, Hope Edward	Coll. Fr.	Jackson	Cape Girardeau

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NAME	CLASS	ADDRESS	COUNTY
Morton, Mattie Dene	Coll. Fr.	Jackson	Cape Girardeau
Morris, William Wesley	Coll. Jr.	Greenville	Wayne
Mosley, Juel	Coll. Soph.	Cape Girardeau	Cape Girardeau
Moss, Preston Boyd	Special	Billings, Mont.	
Munger, Anice	Coll. Fr.	East Prairie	Mississippi
Munger, Willie Frances	Coll. Soph.	East Prairie	Mississippi
Murphy, Edith Victoria	Coll. Fr.	Pevely	Jefferson
Murphy, Mae	Coll. Fr.	Bertrand	Mississippi
Murrill, Helen Courtney	Coll. Soph.	Farmington	St. Francois
Murrill, Louise Estelle	Coll. Soph.	Bonne Terre	St. Francois
Musick, Edna Jane	Coll. Soph.	Hermann	Gasconade
Myers, Vest Cleveland	Coll. Jr.	Iutesville	Bollinger
Myers, Willard Ivan	Coll. Fr.	Hahn	Bollinger
Naeter, Lucile Settle	Coll. Jr.	Cape Girardeau	Cape Girardeau
Neal, Leona Pearl	Coll. Fr.	Cape Girardeau	Cape Girardeau
Neal, Rhoda Viola	Coll. Senior	Frostburg, Md.	
Nebelsick, Alvin Louis	Coll. Fr.	Owensville	Gasconade
Nelson, Irvin Ray	Coll. Fr.	Williamsville	Wayne
Neumeier, Hilda Selma	Coll. Fr.	Cape Girardeau	Cape Girardeau
Nevins, Hazel Myree	Coll. Jr.	Cape Girardeau	Cape Girardeau
Newcomb, Elizabeth Summers	Coll. Fr.	St. Louis	
Newsom, Marian	Coll. Jr.	Fulton	Callaway
Nicholas, Mary Etta	Coll. Fr.	St. Louis	
Nichols, Gladys Lucile	Coll. Fr.	Caruthersville	Pemiscot
Nienstedt, Carrie May	Coll. Fr.	Cape Girardeau	Cape Girardeau
Nierman, Anna Renata	Coll. Fr.	Cape Girardeau	Cape Girardeau
North, Arthur George	Coll. Fr.	Valley Park	Jefferson
Norvell, Louise	Coll. Fr.	Cape Girardeau	Cape Girardeau
Nussbaum, Paul Beckman	Coll. Soph.	Cape Girardeau	Cape Girardeau
Oesch, Ernest Herman	Coll. Soph.	Pernfelt	Scott
O'Haire, Zora	Coll. Fr.	Greenville	Wayne
Oliver, Ella Bush	Coll. Fr.	Charleston	Mississippi
Oliver, Ruth	Coll. Soph.	Rombauer	Butler
Ollar, Albert	Coll. Soph.	Alton	Oregon
O'Neal, Blanche Gladys	Coll. Fr.	Franklay	Franklin
Opitz, George Wallace	Coll. Senior	Owensville	Gasconade
Orton, Bessie Saline	Coll. Soph.	Caruthersville	Pemiscot
Ossenfort, Dovie Rosalie	Coll. Fr.	Centaur Station	St. Louis
Ossenfort, William Frederick	Coll. Soph.	Centaur Station	St. Louis
Osterman, Lilly Marie	Coll. Soph.	St. Louis	
Overall, Anna Elizabeth	Coll. Fr.	Farmington	St. Francois
Oxley, Vera	Coll. Fr.	Senath	Dunklin
Paar, Oscar Edward	Coll. Fr.	Jackson	Cape Girardeau
Palmer, Eric	Coll. Soph.	Mammoth Spring,	Ark.
Pardue, Belle Trigg	Coll. Fr.	Wellston	St. Louis
Parker, Carl Leslie	Coll. Fr.	Blodgett	Scott
Parker, Henry Albert	Coll. Soph.	Bell City	Stoddard
Parker, Roy William	Coll. Soph.	Bland	Gasconade
Patterson, Floyd Elvins	Coll. Fr.	Essex	Stoddard
Patterson, Viola	Special	Hayti	Pemiscot
Pavis, Mariam Wood	Coll. Fr.	East Prairie	Mississippi
Pearson, Evalyn Anna	Coll. Fr.	Clarkton	Dunklin
Pender, Eva Florence	Coll. Fr.	Jackson	Cape Girardeau
Pennington, Cynthia	Coll. Soph.	Piedmont	Wayne
Penny, Edna Fern	Coll. Jr.	Oak Ridge	Cape Girardeau
Perrin, Inez Olivette	Coll. Fr.	Ellsinore	Carter
Perry, Marietta Sybil	Coll. Soph.	St. Louis	
Phifer, Thelma Atlanta	Coll. Fr.	East St. Louis, Ill.	
Phillips, Joseph Elliot	Coll. Soph.	Jackson	Cape Girardeau
Phillips, Oscar Kurre	Coll. Senior	Jackson	Cape Girardeau
Pierce, Andaray	Coll. Jr.	Benton	Scott
Pierce, Roscoe Milan	Coll. Soph.	Marble Hill	Bollinger
Pipkin, Mary Kathryn	Coll. Fr.	Pevely	Jefferson
Poeschel, Alma Ethel	Coll. Soph.	Hermann	Gasconade
Pollock, Louise	Coll. Fr.	Campbell	Dunklin
Pool, Mabel	Coll. Fr.	Bloomfield	Stoddard
Popp, Alma Clara	Coll. Fr.	Cape Girardeau	Cape Girardeau
Poston, Jeff Davis, Jr.	Coll. Soph.	Cape Girardeau	Cape Girardeau
Poston, Joyce Belle	Coll. Jr.	Bonne Terre	St. Francois

Southeast Missouri State College

NAME	CLASS	ADDRESS	COUNTY
Pott, Curt William Frederick	Coll. Senior	Cape Girardeau	Cape Girardeau
Pott, Marie Wilhelmina	Coll. Jr.	Cape Girardeau	Cape Girardeau
Pott, Naomi	Coll. Soph.	Cape Girardeau	Cape Girardeau
Poynor, Chloe	Coll. Soph.	St. Louis	
Price, Edna Olive	Coll. Soph.	Seventy-Six	Perry
Proffer, Ila Luland	Coll. Jr.	Cape Girardeau	Cape Girardeau
Proffer, Lela Estella	Coll. Soph.	Cape Girardeau	Cape Girardeau
Proffer, Zella Annis	Coll. Soph.	Cape Girardeau	Cape Girardeau
Propst, Vergie Victaw	Coll. Fr.	Hayti	Pemiscot
Pulliam, Robert Randall	Coll. Fr.	Birch Tree	Shannon
Pulliam, Ruth Elizabeth	Coll. Fr.	Doniphan	Ripley
Pulliam, Walter Lafayette	Coll. Fr.	Birch Tree	Shannon
Puttman, Lillian	Coll. Fr.	Parma	New Madrid
Puttman, Eleanor	Coll. Soph.	Farmington	St. Francois
Purves, Jeanette Hunter	Coll. Soph.	St. Louis	
Rafferty, Lenore Philomine	Coll. Fr.	Jackson	Cape Girardeau
Raines, Martha	Coll. Fr.	Farmington	St. Francois
Ramsey, Ella Pauline	Coll. Fr.	Dexter	Stoddard
Ramsey, Octavia Edith	Coll. Fr.	Dexter	Stoddard
Randles, Jennie Loretta	Coll. Jr.	Poplar Bluff	Butler
Randol, Eugene Hendrickson	Coll. Fr.	Kennett	Dunklin
Ranney, Emma Belle	Coll. Jr.	Campbell	Dunklin
Ranney, Gaither	Coll. Fr.	Campbell	Dunklin
Ranney, Hawthorne Herbert	Coll. Senior	Campbell	Dunklin
Ranney, James Parham	Coll. Soph.	Campbell	Dunklin
Ranney, Ralph Guerrent	Coll. Fr.	Cape Girardeau	Cape Girardeau
Ranney, Roberta	Coll. Senior	Cape Girardeau	Cape Girardeau
Ransburgh, Hazel	Coll. Soph.	New Madrid	New Madrid
Rayburn, Doris Stokes	Coll. Fr.	Malden	Dunklin
Reaves, Gladys Eloise	Coll. Jr.	Portageville	New Madrid
Reed, Mary Zella	Coll. Fr.	Puxico	Stoddard
Reed, Maude Jane	Coll. Soph.	Advance	Stoddard
Reed, Myrtle	Coll. Fr.	Ellington	Reynolds
Reed, Nettie	Coll. Fr.	Ellington	Reynolds
Reeves, Barbara Ellen	Coll. Fr.	Illioipolis, Ill.	
Reid, Archie	Coll. Fr.	Oak Ridge	Cape Girardeau
Reid, Guy Baird	Coll. Fr.	Oak Ridge	Cape Girardeau
Reisenbichler, Emilie	Special	Neely's Landing	Cape Girardeau
Reisenbichler, Esther Ross	Coll. Jr.	Cape Girardeau	Cape Girardeau
Revelle, Audrey Cecil	Coll. Fr.	Marble Hill	Bollinger
Revelle, Dennis Sylvester	Coll. Fr.	Morley	Scott
Reynolds, Judson McKinley	Coll. Soph.	Bloomfield	Stoddard
Rice, Alma	Coll. Fr.	Campbell	Dunklin
Riehn, Charles Gilbert	Coll. Jr.	Oak Ridge	Cape Girardeau
Rife, Berry Volney	Coll. Fr.	Villa Ridge, Ill.	
Riley, Edna	Coll. Jr.	New Madrid	New Madrid
Roberts, Jessie Louise	Coll. Soph.	Festus	Jefferson
Roberts, Loy Newton	Coll. Fr.	Matthews	New Madrid
Roberts, Mary Edith	Coll. Senior	Cape Girardeau	Cape Girardeau
Robins, Louise	Coll. Fr.	Marble Hill	Bollinger
Robins, Reta	Coll. Soph.	Marble Hill	Bollinger
Robinson, Gilbert Kelly	Coll. Fr.	Cape Girardeau	Cape Girardeau
Rogers, Emma	Coll. Fr.	Flat River	St. Francois
Rogers, Hermas Jesse	Graduate	Cape Girardeau	Cape Girardeau
Rohlfind, Hazel	Coll. Fr.	DeSoto	Jefferson
Roome, Claud	Coll. Fr.	Frankclay	St. Francois
Rose, John Francis	Coll. Fr.	Cape Girardeau	Cape Girardeau
Rosenstengel, Clara	Coll. Fr.	Doe Run	St. Francois
Rosenstengel, Della Mae	Coll. Fr.	Doe Run	St. Francois
Ruffin, Eula Davault	Coll. Soph.	Hornersville	Dunklin
Ruppel, Reta Blanche	Coll. Fr.	Jackson	Cape Girardeau
Russell, Frank	Coll. Soph.	Brunot	Wayne
Russell, Julia	Coll. Soph.	East Prairie	Mississippi
Russell, Lizzie	Coll. Fr.	Bellevue	Iron
Russell, Lucy	Coll. Fr.	East Prairie	Mississippi
Russell, Robert Ralph	Coll. Fr.	Puxico	Stoddard
Sachse, Theodore Julius	Coll. Senior	Jackson	Cape Girardeau
Sadler, Clyde Randel	Coll. Fr.	Jackson	Cape Girardeau

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NAME	CLASS	ADDRESS	COUNTY
St. John, Edward John	Coll. Jr.	Sulphur Springs	Jefferson
Sample, Truman George	Coll. Fr.	Farmington	St. Francois
Sappington, Myrtle Eva	Coll. Fr.	Sullivan	Franklin
Saupe, Mildred Winn	Coll. Senior	Cape Girardeau	Cape Girardeau
Saupe, Walter Julius	Coll. Senior	Cape Girardeau	Cape Girardeau
Schad, Mary Katherine	Coll. Fr.	Kimmswick	Jefferson
Schaefer, William Benjamin	Coll. Fr.	Cape Girardeau	Cape Girardeau
Schwade, Agnes	Coll. Fr.	Webster Groves	St. Louis
Schubel, Burnell Leon	Coll. Jr.	Hillsboro	Jefferson
Scott, Charles	Coll. Senior	Senath	Dunklin
Schwentker, Clara Charlotte	Coll. Fr.	New Haven	Franklin
Seabaugh, Bland Floyd	Coll. Fr.	Cape Girardeau	Cape Girardeau
Seabaugh, Dewey Ottis	Coll. Fr.	Sedgewickville	Bollinger
Sebastian, Mary Elizabeth	Coll. Fr.	Fredericktown	Madison
Self, Julia Etta	Coll. Fr.	Doe Run	St. Francois
Selsor, Fred	Coll. Fr.	St. Louis	
Settle, Newton Grant	Coll. Fr.	Cape Girardeau	Cape Girardeau
Sharp, William Byron	Coll. Jr.	Marston	New Madrid
Shea, Kathryn Rowland	Coll. Soph.	Cape Girardeau	Cape Girardeau
Shelby, Grace	Coll. Fr.	New Madrid	New Madrid
Shoults, Willie Ila	Coll. Soph.	Jackson	Cape Girardeau
Shrum, Mildred May	Coll. Fr.	Shrum	Bollinger
Shuppert, Helen Oleen	Coll. Fr.	Morehouse	New Madrid
Signer, John Trusten	Coll. Fr.	Arcadia	Iron
Simmons, Arthur Ulen	Coll. Fr.	Advance	Stoddard
Sloan, Ophelia Lillian	Coll. Fr.	Caledonia	Washington
Smart, Virgie May	Coll. Fr.	Sikeston	Scott
Smith, Archie	Coll. Fr.	Vienna, Ill.	
Smith, Gertrude Ryland	Coll. Jr.	Wellston	St. Louis
Smith, Glenn Carl	Coll. Fr.	Fruitland	Cape Girardeau
Smith, Lorene	Coll. Fr.	Caruthersville	Pemiscot
Smith, Loyd Harols	Coll. Fr.	Commerce	Scott
Smith, Mary Lucile	Coll. Soph.	Plattin	Jefferson
Smith, Shelby Owens	Coll. Fr.	Cape Girardeau	Cape Girardeau
Sours, Stella Olene	Coll. Fr.	St. Louis	
Sparks, Helen	Coll. Soph.	West Plains	Howell
Stanley, Mary Adolphia	Coll. Fr.	Puxico	Stoddard
Stanley, Marie Louise	Coll. Fr.	Vienna, Ill.	
Stecker, Edith Delphine	Coll. Soph.	Clayton	St. Louis
Steiner Alma Helena	Coll. Soph.	Doe Run	St. Francois
Stephens, Clyde Milton	Coll. Jr.	Flat River	St. Francois
Stevenson, Clara Delphine	Coll. Soph.	Greenville	Wayne
Stewart, Thomas Ambrose	Coll. Jr.	Parma	New Madrid
Stewart, Iona Pearl	Coll. Fr.	Parma	New Madrid
Stinson, Ben Archibald	Coll. Fr.	Cape Girardeau	Cape Girardeau
Stinson, Rebecca	Coll. Fr.	Cape Girardeau	Cape Girardeau
Stites, Katherine Marguerite	Coll. Fr.	Barnhart	Jefferson
Stockard, Mayme Grace	Coll. Fr.	Brazeau	Perry
Story, Clarence Paul	Coll. Fr.	Cape Girardeau	Cape Girardeau
Straszer, Adah Lee	Coll. Jr.	Webster Groves	St. Louis
Strayhorn, Lena Ethel	Coll. Soph.	Flat River	St. Francois
Strayhorn, Virginia Evelyn	Coll. Fr.	Flat River	St. Francois
Strong, Eula	Coll. Soph.	Jackson	Cape Girardeau
Strong, Vivian Irlene	Coll. Soph.	Jackson	Cape Girardeau
Stroup, Gladys Leona	Coll. Fr.	Bonne Terre	St. Francois
Stuart, Frank Clarence	Coll. Fr.	Batesville, Ark.	
Stubblefield, Henry Ingham	Coll. Jr.	Chaffee	Scott
Stumbaugh, Richard Edith	Coll. Fr.	Jewett	Madison
Stumm, Helen	Coll. Jr.	Cape Girardeau	Cape Girardeau
Sutterfield, Elmer Relo	Coll. Soph.	Flat River	St. Francois
Swan, Carrie Blanche	Coll. Soph.	Cape Girardeau	Cape Girardeau
Taake, Edith Leote	Coll. Fr.	McLaran Station	St. Louis
Tanzberger, Florence	Coll. Fr.	Jefferson Barracks	St. Louis
Tappmeyer, Paul August	Coll. Soph.	Owensville	Gasconade
Tarlton, Mattie Lee	Coll. Jr.	Cape Girardeau	Cape Girardeau
Tawny, Florence Inez	Coll. Fr.	Lilbourn	New Madrid
Taylor, Mary Eunice	Coll. Soph.	Salem	Dent
Tetley, Frances Anne	Coll. Fr.	Farmington	St. Francois

NAME	CLASS	ADDRESS	COUNTY
Tetley, Lurene Dobbins-----	Coll. Soph.	Farmington	St. Francois
Theilman, Gertrude-----	Coll. Fr.	Cameron	Clinton
Thomas, Robert Walter-----	Coll. Soph.	Madison	Monroe
Thomas, Mildred Auguste-----	Coll. Fr.	Herculeaneum	Jefferson
Thompson, Bernard Burette-----	Coll. Soph.	Jackson	Cape Girardeau
Thompson, Ruby Blanche-----	Coll. Fr.	Bowling Green	Pike
Thomsen, Lillian Clara-----	Coll. Senior	Farmington	St. Francois
Thurman, Augusta Verna-----	Coll. Fr.	Desloge	St. Francois
Thurman, Ethel Irma-----	Coll. Fr.	Desloge	St. Francois
Towne, Ruth-----	Coll. Senior	Cape Girardeau	Cape Girardeau
Treanor, Anna-----	Special	Nettleton, Ark.	
Tucker, LaVern-----	Coll. Fr.	Hough	New Madrid
Turner, Edith-----	Coll. Soph.	Oak Ridge	Cape Girardeau
Tuttel, Lola-----	Coll. Fr.	Bernie	Stoddard
Upchurch, Elsie-----	Special	New Madrid	New Madrid
Urban, Rose Ottalea-----	Coll. Soph.	Perryville	Perry
Vaeth, Eugene Thomas-----	Coll. Senior	Ste. Genevieve	Ste. Genevieve
Van Amburgh, Grace Louise-----	Coll. Fr.	Jackson	Cape Girardeau
Van Meter, Thomas-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Vaughan, Charles Emmett-----	Coll. Soph.	Owensville	Gasconade
Walker, Amy Nell-----	Coll. Soph.	Oak Ridge	Cape Girardeau
Walker, Winnie Davis-----	Coll. Fr.	Advance	Stoddard
Walker, Bunny-----	Coll. Jr.	Oak Ridge	Cape Girardeau
Wallach, Stanislay-----	Coll. Jr.	Fenton	St. Louis
Wallis, Charles James-----	Coll. Fr.	Marquand	Bollinger
Wallis, Ida Yount-----	Coll. Fr.	Marquand	Bollinger
Waltrip, Nell Victoria-----	Coll. Soph.	Campbell	Dunklin
Wampler, Aileen-----	Coll. Fr.	Powe	Stoddard
Ward, Grace Mae-----	Coll. Fr.	Desloge	St. Francois
Ware, Mary Emma-----	Coll. Soph.	Fredericktown	Madison
Ware, Willa-----	Coll. Soph.	Farmington	St. Francois
Warner, Bessie-----	Coll. Soph.	Lesterville	Reynolds
Wasem, Justine Eddie-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Watson, Alice Ruth-----	Coll. Soph.	Flat River	St. Francois
Webb, Walter Truman-----	Coll. Fr.	Birch Tree	Shannon
Weber, Edmund-----	Coll. Fr.	Dexter	Stoddard
Weber, Norvin Jerome-----	Coll. Fr.	Dexter	Stoddard
Weiler, Lillian Regina-----	Coll. Fr.	Ste. Genevieve	Ste. Genevieve
Weirich, Ida Anna-----	Coll. Fr.	Dexter	Franklin
Weirich, Laura Luella-----	Coll. Senior	Spring Bluff	Franklin
Weis, Adelia Emily-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Weis, Albert John-----	Graduate	Cape Girardeau	Cape Girardeau
Welker, Anna Lee-----	Coll. Fr.	Farmington	St. Francois
Welker, Ira Edmund-----	Coll. Senior	Advance	Stoddard
Welker, Lula Helen-----	Coll. Fr.	Advance	Stoddard
Welker, May-----	Coll. Senior	Advance	Stoddard
Westover, Laura Etta-----	Coll. Soph.	Farmington	St. Francois
White, Annie Gertrude-----	Coll. Soph.	Sikeston	Scott
White, Edwin Horatio-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
White, Mazie Evangeline-----	Coll. Fr.	Caledonia	Washington
Whiteaker, Ann Hathaway-----	Coll. Fr.	St. Francis, Ark.	
Whittinghill, Jewell Ellen-----	Coll. Soph.	Cape Girardeau	Cape Girardeau
Wiethop, Martha Marquerite-----	Coll. Fr.	Jefferson Barracks	St. Louis
Wilder, Alfred Carl-----	Coll. Soph.	St. Louis	
Wilkinson, Carlyle Crow-----	Coll. Fr.	Piedmont	Wayne
Williams, Ardis-----	Coll. Fr.	Campbell	Dunklin
Williams, Mabel Harriet-----	Coll. Soph.	Dexter	Stoddard
Wilson, Gayle-----	Coll. Fr.	Jackson	Cape Girardeau
Wilson, Grace Senne-----	Coll. Sr.	Cape Girardeau	Cape Girardeau
Wilson, Helen-----	Coll. Fr.	Senath	Dunklin
Wilson, Lloyd Glenwood-----	Coll. Fr.	Alton	Oregon
Wilson, Lulu-----	Coll. Fr.	Dexter	Stoddard
Wilson, Mary-----	Coll. Jr.	Cape Girardeau	Cape Girardeau
Wilson, Mary Pauline-----	Coll. Fr.	Ellington	Reynolds
Wilson, Milbourne Otto-----	Coll. Junior	Ellington	Reynolds
Wilson, William Berry-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Wohlschlaeger, Hilda Margareta-----	Coll. Soph.	Webster Groves	St. Louis

Annual Enrollment

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NAME	CLASS	ADDRESS	COUNTY
Wooding, Elva Marie-----	Coll. Fr.	Dexter	Stoddard
Worland, Ray Sylvester-----	Coll. Soph.	Montgomery City	Montgomery
Yaeger, Pearl Edna-----	Coll. Soph.	Jefferson Barracks	St. Louis
Young, Carey McCune-----	Coll. Jr.	Savannah, Ohio	
Young, Jessie Bessie-----	Coll. Fr.	Cape Girardeau	Cape Girardeau
Zimmerman, Clarissa Elizabeth	Coll. Fr.	Advance	Cape Girardeau
Zimmerman, Orpha Dell-----	Coll. Fr.	Vanduser	Scott
Zimmerman, Paul Webster----	Coll. Soph.	Cape Girardeau	Cape Girardeau

SUB-COLLEGE ENROLLMENT—April, 1919, to April, 1920.

NAME	ADDRESS	COUNTY
Albert, Charlotte Given-----	Cape Girardeau	Cape Girardeau
Albert, Julia Pieronnett-----	Cape Girardeau	Cape Girardeau
Albright, Carrie Ellen-----	Bertrand	Mississippi
Alexander, Amos Edgar-----	Dexter	Stoddard
Anderson, Amanda-----	Patterson	Wayne
Anderson, Nila Ortelle-----	Doniphan	Ripley
Arnold, Maude-----	Essex	Stoddard
Aspray, Azzie Lee-----	Senath	Stoddard
Atwood, Georgia-----	Advance	Stoddard
Atwood, Milo Gresham-----	Advance	Stoddard
Bailey, Howard Ashley Ted-----	Campbell	Stoddard
Baldridge, Ottis Lee-----	Fisk	Dunklin
Barkley, Marion Georgia-----	Chaffee	Butler
Batten, Oma Vivian-----	Bernie	Scott
Bauman, John-----	St. Marys	Stoddard
Bender, Henry Christ-----	Jefferson Barracks	St. Genevieve
Berry, Marguerite-----	Cape Girardeau	St. Louis
Bess, Katie Cecil-----	Advance	Cape Girardeau
Blackard, Bonnie-----	Hayti	Stoddard
Blount, Grace Baxter-----	Centerville	Pemiscot
Bolin, Ada-----	Bloomfield	Reynolds
Bollinger, Grace Edith-----	Portageville	Stoddard
Bondurant, Edna Rebecca-----	Commerce	New Madrid
Bondurant, Julia Ellis-----	Commerce	Scott
Bottamiller, Edna W. C.-----	New Haven	Franklin
Bourgeois, Lucy Leora-----	Doe Run	St. Francois
Brackman, Roland Sullens-----	Hillsboro	Jefferson
Bramlet, Lizzie Lorene-----	Whitewater	Cape Girardeau
Brand, Ida Barbara Emma-----	Cape Girardeau	Cape Girardeau
Brandon, James Earl-----	Clarkton	Dunklin
Brooks, Emma Irene-----	Matthews	New Madrid
Brown, Leo Francis-----	Pacific	Franklin
Bruenning, Agnes Louise-----	Etlah	Franklin
Bruhhl, Addie May-----	Oak Ridge	Cape Girardeau
Brumback, George Terrill-----	Cape Girardeau	Cape Girardeau
Brumfield, Ella-----	Matthews	New Madrid
Brune, Roscoe Paul-----	Daisy	Cape Girardeau
Bruns, Anna Marie-----	Morse Mill	Jefferson
Bryant, Audrey Ellen-----	Caruthersville	Pemiscot
Bunch, Howard-----	McClure, Ill.	
Burge, Beulah Frances-----	Puxico	Stoddard
Burlison, Vesta Hiron-----	Kennett	Dunklin
Cantrell, Marian Shaw-----	Cape Girardeau	Cape Girardeau
Carl, Lucy Lorine-----	Goodwater	Iron
Carrico, Agnes Brown-----	Florissant	St. Louis
Carron, Hilary Joseph-----	Bloodsdales	St. Genevieve
Cassidy, Jessie Ballard-----	Cooter	Pemiscot
Castleman, Lura Lorena-----	Advance	Stoddard
Cawthon, Nelle Arline-----	Advance	Stoddard
Chapman, Willis Maynard-----	Charleston	Mississippi
Chatham, Lydia Frances-----	Kennett	Dunklin
Clingingsmith, Flossie-----	Millersville	Cape Girardeau
Clippard, Clodine-----	Oak Ridge	Cape Girardeau
Combs, Ingabo-----	East Prairie	Mississippi
Cook, Ruby Syrena-----	Charleston	Mississippi
Cooper, Edna Dewey-----	Bloomfield	Stoddard
Cox, Idolia-----	Essex	Stoddard
Craia, Arlys-----	St. Francis, Ark.	
Craia, William Lewis-----	St. Francis, Ark.	
Crawford, Sophie Pearl-----	Farmington	St. Francois
Crews, Cynthia Erlene-----	Bertrand	Mississippi
Crockett, Vaniva Leon-----	Bloomfield	Stoddard
Cronk, Ella Melvane-----	Hillsboro	Jefferson
Cunningham, Crawford Pratt-----	Sikeston	New Madrid
Cunningham, Mary Esther-----	Advance	Stoddard
Dalton, Jessie F.-----	Cape Girardeau	Cape Girardeau

Sub-College Enrollment

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NAME	ADDRESS	COUNTY
Dale, Ruth Evelyn	Cape Girardeau	Cape Girardeau
Daugherty, Margaret Janet	Cape Girardeau	Cape Girardeau
Daugherty, Raymond Dale	Jackson	Cape Girardeau
Davis, Lucy Marjorie	Ellsinore	Carter
Davis, Nora Frances	Ellsinore	Carter
Day, Ida May	Bixby	Iron
Deneke, Esther Ella	Cape Girardeau	Cape Girardeau
Deneke, Flora Helen	Cape Girardeau	Cape Girardeau
Dermody, Elizabeth Helen	Benton City	Audrain
Devenport, Virga	Jackson	Cape Girardeau
Dillard, Cora Dell	Wardell	Pemiscot
Dillard, Ethel	Wardell	Pemiscot
Doherty, Ethel	Senath	Dunklin
Doll, Charles Oliver	St. Marys	Ste. Genevieve
Dorsey, Dorothy Lillian	Crystal City	Jefferson
Downs, Maude Marie	Doe Run	St. Francois
Drum, Lucy Estes	Advance	Stoddard
Drury, Anna Mary	Bloomsdale	Ste. Genevieve
Dunn, Zeta Renada	Advance	Stoddard
Dyer, Ester	Charleston	Mississippi
Egbert, Jerry Lee	Kennett	Dunklin
Erley, Agnes Marie	Cape Girardeau	Cape Girardeau
Estes, Albert Monroe	Millersville	Cape Girardeau
Ester, Jesse Robert	Millersville	Cape Girardeau
Faris, James Carl	Caruthersville	Pemiscot
Farr, Madison Carroll	Des Arc	Iron
Fish, Alma Mary	Sturdivant	Bollinger
Fish, Ruth Fenton	Lithium	Perry
Fitzsimmons, Elizabeth Marie	Union	Franklin
Fohrell, Alfred C.	St. Louis	
Ford, Richard	Cape Girardeau	Cape Girardeau
Fulbright, Marshall	Oak Ridge	Cape Girardeau
Gardner, Florence Irene	Fairdealing	Butler
Garner, Pauline	Advance	Stoddard
Gasche, Delmont Ernest	Hillsboro	Jefferson
Gill, Hettie Verl Poe	Bloomfield	Stoddard
Ginter, Ruby Irene	Whitewater	Cape Girardeau
Girvin, Florella Lee	Point Pleasant	New Madrid
Glasener, Gladys Lenora	Zalma	Bollinger
Gohn, Stella	Neely's Landing	Cape Girardeau
Goins, Julia Victoria	New Madrid	New Madrid
Goins, Lillian Helen	New Madrid	New Madrid
Grampp, Lena Elizabeth	Parma	New Madrid
Grayum, Elmer Riley	Essex	Stoddard
Gregory, Vica May	Morley	Scott
Grinstead, Lonnie	Braggadocio	Pemiscot
Guettler, Susan Bertha	DeSoto	St. Francois
Gum, Mary Laura	Samos	Mississippi
Harkey, Blanche	Senath	Dunklin
Harkey, Eva	Senath	Dunklin
Harman, Bessie Lee	Grandin	Carter
Hayden, Mary Katherine	East Prairie	Mississippi
Hedge, Earl Raymond	Whitewater	Cape Girardeau
Heeter, Theodore Luke	St. Louis	
Heman, Lily Marie	Washington	Franklin
Henderson, Lula Wells	St. Louis	
Henderson, Sue Patterson	St. Louis	
Henson, Ethel Jane	Poplar Bluff	Butler
Hoeh, Alfred William	Uniontown	Perry
Holland, Pearl	Poplar Bluff	Butler
Holloway, Septa Helen	Poplar Bluff	Butler
Holmes, Jewell Vee	Seventy-six	Perry
Hope, Cline Thompson	Pocahontas	Cape Girardeau
Hopper, Tennessee Anna	Tyler	Pemiscot
Hopper, William Everett	Advance	Stoddard
Horstman, Ella Emma	Rosebud	Gasconade
Hovis, Floyd Truman	Buchhorn	Madison
Howard, Mollie Sullivan	Elvins	St. Francois
Hudson, Bessie Margaret	Old Mines	Washington

NAME	ADDRESS	COUNTY
Hudson, Rhoda	St. Marys	Ste. Genevieve
Hutt, Loyd	Van Buren	Carter
Huff, Clara Mae	Menfro	Perry
Huggins, Gladys Ethel	Bell City	Stoddard
Hughes, George Washington	Van Buren	Carter
Hunter, Milford Joseph	Cape Girardeau	Cape Girardeau
Hurst, Wilhelmina	St. Marys	Ste. Genevieve
Jackson, Nettie Ola	Jackson	Cape Girardeau
Jackson, Mamie Edith	Plattin	Jefferson
Jared, Bessie May	Advance	Stoddard
Jenkins, Tincy Belle	Oak Ridge	Cape Girardeau
Johnson, Calvena Evalyn	Portageville	New Madrid
Johnson, Ottis Elmo	Ellington	Reynolds
Juden, Charles Andrew	Cape Girardeau	Cape Girardeau
Kaiser, Paul Esther	Fruitland	Cape Girardeau
Kase, Clara Mary	Etlah	Franklin
Kastner, Agnes Ellen	Dexter	Stoddard
Kelly, Emmett	Cape Girardeau	Cape Girardeau
Kennedy, Blanche	Naylor	Ripley
Kennedy, John Calvin	Naylor	Ripley
Kenner, Margaretta Helen Gould	St. Marys	Ste. Genevieve
Kennon, Jannie	Doniphan	Ripley
Kepley, William Alfred	Fairdealing	Ripley
Kiehne, Arthur Henry	Jackson	Cape Girardeau
Kiehne, Edwin Albert	Jackson	Cape Girardeau
Kieninger, Edna	Cape Girardeau	Cape Girardeau
Kinder, Bern Benton	Gordonville	Cape Girardeau
Kinder, Veda Eleanor	Oak Ridge	Cape Girardeau
Kirkpatrick, Bertha	Peoria	Cape Girardeau
Klaus, Oscar Fred	Friedheim	Washington
LaFont, Lafayette	Conran	Cape Girardeau
Lamb, Maurine	Cape Girardeau	New Madrid
Lamon, Vernel	Idalia	Cape Girardeau
Lasley, Lorina Marie	Holcomb	Stoddard
Leadford, Lulu Mae	Marston	Dunklin
Leadford, Mabel	Puxico	New Madrid
Lence, John Crepps Wyckliff Beckham	Anniston	Stoddard
Lett, Agnes Dale	Cape Girardeau	Mississippi
Long, Cecil	DeSoto	Cape Girardeau
Long, Mamie Rosine	House Springs	Jefferson
Lorenz, Byron Babcock	Perryville	Jefferson
Lorenz, Hester Marcelline	Perryville	Perry
Lucas, Ferguson Hascall	Goodwater	Perry
Lucas, Pallie Ray	Goodwater	Iron
McCallister, Fannie Mildred	Blodgett	Iron
McClain, Earl Emmett	Platin	Scott
McCullough, Cledis Edward	Whitewater	Jefferson
McDowell, Adah Agnes	Jackson	Cape Girardeau
McFerron, Ruth	Advance	Cape Girardeau
McGraw, Grace Alice	Sedgewickville	Stoddard
McIntosh, Lillie May	Red Bird	Bollinger
McKee, Virginia Clair	Jackson	Gasconade
Maddox, Sarah Edith	Commerce	Cape Girardeau
Magruder, Lois	Eleven Point, Ark.	Scott
Mammon, Feral Lyndale	Cape Girardeau	Cape Girardeau
Mann, Edyth Ann	Advance	Stoddard
Marshall, Lillian Geraldine	Morley	Stoddard
Marshall, Vivian	Morley	Scott
Martin, Henrietta	Braggadocio	Scott
Massengill, Zach	Cape Girardeau	Pemiscot
Massie, Rhoda May	Freemont	Cape Girardeau
Massie, Vida Elvira	Freemont	Carter
Maze, Jason Corrigan	Poplar Bluff	Carter
Meador, Sallie	Corridon	Butler
Mellies, Agnes	Owensville	Reynolds
Midgett, Claude Arvel	Viburnum	Gasconade
		Iron

Sub-College Enrollment

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NAME	ADDRESS	COUNTY
Miller, Bessie Marie	Cape Girardeau	Cape Girardeau
Miller, Evalyn Pauline	Oran	Scott
Miller, Eli Pinkney	Jackson	Cape Girardeau
Miller, Georgia Mildred	Senath	Dunklin
Miller, James Carlton	Jackson	Cape Girardeau
Miller, Luther Harrison	Hollywood	Dunklin
Miller, Ruby Arlys	Oak Ridge	Cape Girardeau
Monan, Minnie Belle	Caruthersville	Pemiscot
Moon, Rosa Belle	Bonne Terre	St. Francois
Moore, Anna	Ellsinore	Butler
Moranville, Anna Elizabeth	St. Marys	Ste. Genevieve
Morgan, Amy Lee	Birch Tree	Shannon
Morton, Lina Nell	Cape Girardeau	Cape Girardeau
Moss, Dollie	Advance	Stoddard
Myres, Chloe Narcis	Winona	Shannon
Nance, Cora Edith	Poplar Bluff	Butler
Neely, Julia Mae	Ellington	Reynolds
Nienstedt, Eula	Millersville	Cape Girardeau
Nienstedt, Maude	Millersville	Cape Girardeau
Nienstedt, Lee Roy	Cape Girardeau	Cape Girardeau
Niswonger, Bertha Catherine	Millersville	Cape Girardeau
Northcutt, Hilda	Anthonie's Mill	Washington
Nothdurft, Dottie Elizabeth	Advance	Stoddard
Nothdurft, Iva Doretta	Advance	Stoddard
Nothdurft, Lillian Anita	Jackson	Cape Girardeau
Nothdurft, Mattie Magdalene	Advance	Stoddard
Ohlson, Dorothea Etna	Lilbourn	New Madrid
O'Neal, Alvin Roscoe	Gordonville	Cape Girardeau
Orton, Lottie	Caruthersville	Pemiscot
Ott, Elsie Wilhelmina	Gerald	Franklin
Pace, Sweetie	Poplar Bluff	Butler
Painton, Audrey Joe	Painton	Stoddard
Patterson, Chloe Azalea	Essex	Stoddard
Pendergrass, Helen Ione	Cape Girardeau	Cape Girardeau
Perrault, Jean	Cairo, Ill.	
Peterman, Russell Sanford	Jackson	Cape Girardeau
Phillips, Clyde Ellis	Oak Ridge	Cape Girardeau
Pierce, Elda Gertrude	Birch Tree	Shannon
Poe, Carrie Annie	Bloomfield	Stoddard
Pollock, Fannie	Charleston	Mississippi
Portell, Beatrice	Cadet	Washington
Portell, Cecilia	Cadet	Washington
Presnell, Marvin Lester	Farmington	St. Francois
Price, Alice Catherine	St. Louis	
Price, Bonnie Lassie	Garwood	Reynolds
Randol, Edith May	Marmaduke, Ark.	
Raper, Ethel Pearl	Naylor	Ripley
Ray, Latitia Ines	Bernie	Stoddard
Reaban, Fred Alexander	Dittmer	Jefferson
Reid, Virgie Mae	Oak Ridge	Cape Girardeau
Rich, Ezra Dow	Munger	Reynolds
Roberts, Mary Rose	Cape Girardeau	Cape Girardeau
Roberts, Vera Velma	Matthews	New Madrid
Roderick, Earl Frank	Leachville, Ark.	
Roderick, Theodore	Leachville, Ark.	
Rogers, Eban Elijah	Cape Girardeau	Cape Girardeau
Ruppel, Wilson	Jackson	Cape Girardeau
Sander, Wesley Benjamin	Jackson	Cape Girardeau
Sanders, Cordia Arminda	Commerce	Scott
Sanner, Ray	Piedmont	Wayne
Schoen, Adolph William	Pocahontas	Cape Girardeau
Schubel, Byron	Hillsboro	Jefferson
Scism, Alma	Bloomfield	Stoddard
Scism, Minnie Gregory	Bloomfield	Stoddard
Scism, Nellie	Bloomfield	Stoddard
Scott, Charles Dewey	Lafin	Bollinger
Scott, Wilhelmine Estelle	Cape Girardeau	Cape Girardeau
Seabaugh, Edna Eva	Sedgewickville	Bollinger

Southeast Missouri State College

NAME	ADDRESS	COUNTY
Seabaugh, May Louisa	Sedgewickville	Bollinger
Seabaugh, Ollie Alice	Sedgewickville	Bollinger
Sharp, Elizabeth Virginia	Fornfelt	Scott
Sharpe, Nettie	Cape Girardeau	Cape Girardeau
Shivelbine, Irene Anna	Cape Girardeau	Cape Girardeau
Slocum, George Alfred	Glenham, S. D.	Scott
Smith, Altha Lucille	Commerce	Scott
Smith, Edna Jewell	Sikeston	Franklin
Sneed, Ione Lois	Leslie	Gasconade
Spurgeon, Dorsett Larew	Red Bird	St. Genevieve
Staab, Fridolin Frank	River Aux Vases	Cape Girardeau
Statler, Dale Burette	Daisy	Cape Girardeau
Statler, Lois Iva	Jackson	Cape Girardeau
Stites, Albert	Barnhart	Jefferson
Strobel, Charles	Swinton	Stoddard
Stokeley, Roxie Evangeline	Brunot	Wayne
Story, Anita Beryl	Swinton	Stoddard
Sullivan, Effie Mae	Caledonia	Washington
Summer, John Doyle	Whitewater	Cape Girardeau
Swindell, Dewey	Swinton	Stoddard
Tallent, William Morrell	Cape Girardeau	Cape Girardeau
Taylor, James Fenton	Chaonia	Wayne
Taylor, Linnie Mae	Lilbourn	New Madrid
Taylor, Ruby Lee	Swinton	Stoddard
Theiss, Esther Marie	Jefferson Barracks	St. Louis
Tibe, Royal Thomas	St. Louis	Montgomery
Thomas, Angie	Jonesburg	Cape Girardeau
Thompson, James Morton	Pocahontas	Butler
Tucker, Mae	Poplar Bluff	St. Francois
Upchurch, Lena Mae	Leadwood	Cape Girardeau
Van Amburgh, Ida Ruth	Jackson	Pemiscot
Vance, Almetta	Tyler	Cape Girardeau
Vorbeck, Arvella Cecilia	Cape Girardeau	St. Francois
Wall, Ethel Elena	Frankclay	St. Louis
Wallach, Albert Rudolph	Fenton	Ripley
Ward, Nelle Louise	Doniphan	Butler
Ward, Verna Ann	Harviell	New Madrid
Waters, Guy Henry	Matthews	Cape Girardeau
Wedekind, Lydia Anita	Whitewater	St. Louis
Wellpott, Anna Louise	St. Louis	Scott
White, Edith	Fornfelt	Jefferson
White, Helen	Kimmswick	Jefferson
White, Lavinia Elizabeth	Kimmswick	Wayne
White, Lena Sara	Patterson	Cape Girardeau
Wilde, May	Cape Girardeau	Franklin
Wildhaber, Emma	Beaufort	Cape Girardeau
Will, Raymond August	Cape Girardeau	Reynolds
Wilson, Doyle Carter	Ellington	Scott
Winchester, William Henderson	Commerce	Scott
Winters, Cornelia Pansy	Oran	Scott
Zimmerman, Della Josephine	Advance	Cape Girardeau

SUMMARY.

Number of students enrolled, April to April, 1919-1920	1,202
Number of students counted twice	128
Number of individual students attending during the school year of 1919-1920	1,074
Number of pupils in the Training School	330
Number of students and Training School pupils	1,404

SUMMARY BY COUNTIES AND STATES.

April, 1919, to April, 1920.

COUNTIES.

Audrain	4	Montgomery	2
Bollinger	33	New Madrid	37
Butler	20	Nodaway	1
Callaway	1	Oregon	4
Cape Girardeau	278	Pemiscot	26
Carter	10	Perry	16
Clinton	1	Phelps	1
Crawford	1	Pike	1
Dunklin	63	Polk	2
Dent	2	Randolph	1
Franklin	29	Ray	3
Gasconade	13	Reynolds	15
Howell	2	Ripley	16
Iron	17	St. Francois	79
Jasper	1	Ste. Genevieve	16
Jefferson	37	St. Louis City	31
Lafayette	1	St. Louis County	30
Macon	1	Scott	50
Madison	13	Shannon	9
Mississippi	30	Stoddard	98
Morgan	1	Washington	12
Monroe	1	Wayne	24
			1033

STATES.

Arkansas	15	Maryland	1
Illinois	19	Missouri	1033
Oklahoma	1	Montana	1
Kansas	1	Ohio	1
Kentucky	1	South Dakota	1
			1074

ATTENDANCE SINCE THE ORGANIZATION.

Session of 1873-74	57
Session of 1874-75	164
Session of 1875-76	229
Session of 1876-77	171
Session of 1877-78	169
Session of 1878-79	219
Session of 1879-80	184
Session of 1880-81	229
Session of 1881-82	225
Session of 1882-83	260
Session of 1883-84	248
Session of 1884-85	279
Session of 1885-86	278
Session of 1886-87	290
Session of 1887-88	277
Session of 1888-89	301
Session of 1889-90	349
Session of 1890-91	386
Session of 1891-92	372
Session of 1892-93	355
Session of 1893-94	350
Session of 1894-95	363
Session of 1895-96	326
Session of 1896-97	310
Session of 1897-98	332
Session of 1898-99	322
Session of 1899-00	329
Session of 1900-01	373
Session of 1901-02	363
Session of 1902-03	368
Session of 1903-04	451
Session of 1904-05	481
Session of 1905-06	631
Session of 1906-07	777
Session of 1907-08	852
Session of 1908-09	893
Session of 1909-10	903
Session of 1910-11	912
Session of 1911-12	1,001
Session of 1912-13	1,153
Session of 1913-14	1,232
Session of 1914-15	1,332
Session of 1915-16	1,444
Session of 1916-17	1,422
Session of 1917-18	1,174
Session of 1918-19	1,339
Session of 1919-20	1,074

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